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INSTITUTION National School Boards Association, Washington, D.C.

SPONS AGENCY Office of Career Education (DHEW/OE), Washington, D.C.

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ABSTRACT

This report discusses the third year of a career education project that intended to aid school districts in establishing a collaborative relationship with business, labor, industry, and professional groups within the community and in obtaining permanent local financing of career education programs and to create a cadre of career education consultants nationwide. It begins by summarizing two other National School Boards Association-sponsored career education projects. These third-year activities are then discussed: study of financing career education in local school districts, training seminars, and development of manuals on financing and program implementation and a film, The Partnership in Career Education. The 18-page report is supplemented by four exhibits. One provides the table of contents of Career Education: Support in Policy, a sample policy manual developed by a previous project. A second exhibit is the report of the national study of financing career education by local school districts. The survey instrument is included as a third exhibit. The final exhibit is the approximately 300-page reference manual, Strategies for Incorporating Programmatic Efforts into a District--Using Career Education as the Program Example (project exhibit F), which was designed to assist school board members, administrators, and school district staff in implementing a program at minimal cost. It contains a training module for use in a training situation intended to help individuals enter the reference manual. (YLB)

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I. Project Number: 554AH60977

II. Grant Number: G0078C0014

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IV. Project Title: A Proposal For Demonstration of the Training and Re-Training of Education Decision-Makers for Conducting Career Education Programs.

V. Period Covered by This Report:

October 1, 1978 through January 31, 1980

VI. Category of Project: (As specified in 45 CFR, Part 160 D)
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Incremental	Settings	Populations
Training	Communications	State Plan

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IX. Major Activities

Report on a Proposal for the Demonstration of the Training and Re-training of Education Decision-Makers for Conducting Career Education Programs.

Introduction: This report shall discuss the success of the National School Boards Association (NSBA) sponsored project entitled, "A Proposal for the Demonstration of the Training and Re-training of Education Decision-Makers for Conducting Career Education Programs." The report shall also summarize the continuing success of two other NSBA sponsored career education projects and report on how this three-year effort nutured a nationwide interest in and concern for Career Education.

A Review of Past Efforts: In 1976-77, the National School Boards Association (NSBA) joined with the American Association of School Administrators (AASA) to sponsor a series of six two-and-a-half day invitational Career Education Seminars. To those seminars were invited teams of schoolboard members and school administrators. Ideally, each school district that wished to send a team was encouraged to send two board members, a superintendent and a first line administrator. Registration for all six seminars totalled in excess of 14,000 individuals. Their absolute success can be found in a review of the third party evaluation that accompanied the final report mailed to the Office of Career Education.

During 1976-1977, with a contract form Applied Management Science, NSBA also convened a Career Education mini-conference. The four committee members reviewed the U.S. Office of Education effort as it pertained to Career Education and NSBA's efforts and resolutions on behalf of Career Education. The committee recommended to NSBA that it broaden its activities and commitments to career education by adopting a strong resolution in support of it. Ultimately the NSBA delegate assembly, the policy making body of the association, adopted a resolution that has been strengthened and broadened over the years. A copy of the resolution was affirmed by the 1980 NSBA delegate assembly and can be found in the appendices of this report. (Exhibit A.)

The committee also recommended that NSBA capitalize on the success of the Career Education invitational seminars. They recommended that the staff develop a proposal that would capture the best of the seminars. Their recommendation and concern for Career Education was based on the recognition that a systematic change in Career Education can only come about through the direct involvement of board members within the decision-making process.

Career Education is not a single policy statement but a concept that is found throughout many policy statements that a Board may adopt. To illustrate this, NSBA crafted Career Education: Support In Policy. This was a sample policy manual that contained approximately 60 areas in which a shcool board normally adopts policy statements in and demonstrates how Career Education can be woven in those areas. A Table of Contents for the Policy manual may be found in the Appendices, listed as Exhibit B. A copy of the manual was filed with the 1977-78 final report though additional copies are still available from NSBA. This model, of Support in Policy was instrumental in laying the groundwork for another manual that NSBA developed during 1979-84, Global Education.

NSBA distributed ocpies of the Career Education Policy manual to each State Association of local school boards, to many Career Education Coordinators and to every school dis-rict to provide a sample statement to aid in the development of the manual. NSBA also developed a 12-minute film strip entitled, "Fifty Nifty Tips in the Design and Implementation of Career Education. It dealt with staffing patterns, cost of career education and offered some thoughts on in-service training. NSBA made the film strip available, at no cost to every state association and local school boards, State Career Education Coordinator and national organizations that requested it.

These three projects: The Debate Series, the policy manual, and the filmstrip were the hallmarks of the second year of NSBA's sponsored Career Education activities and it was these projects and the enthusiastic response that they received that served as the basis for NSBA's third year, third level of involvement with Career Education.

Current Proposal: This year for this third level of NSBA's sponsored career education activities, NSBA was once again joined by the American Association of School Administrators. AASA working in cooperation with NSBA developed and submitted a nearly paralle proposal. The intent of the proposals were to: first, aid school districts in establishing a collaborative relationship with the business, labor, industry, and professional groups within the community; second, to aid school districts in obtaining permanent local financing of their Career Education programs; and third, by creating a cadre of 400 career education consultants (200 local school board members and 200 local administrators) nationwide to aid school districts in the development and implementation of Career Education programs.

The proposals were parallel in that both NSBA and AASA would work on a manual to aid local school districts in establishing local permanent financing and both NSBA and AASA would work in the identification and training of the cadre of Career Education consultants. Where the proposals differed was that NSBA sought to develop a film on the collaborative process in Career Education while AASA sought to obtain stipends to facilitate the participation of school board members and administrators in training seminars. While the NBSA proposal was funded, the AASA proposal was not.

The Career Education Incentive Act of 1977 (Public Law 95-207) presented a five-year master plan for the financing of Career Education. In the first two years it had the federal government providing 100% seed money to local school districts. In the third year, school districts would be required to begin matching funds. In the fourth and fifth years, the amounts of money required would increase with the federal money decreasing. In the sixth year no federal funds would be available; that is local support for Career Education would have to come from either local or state money. This strategy of increasing and then declining federal financial support presupposes several things, including the willingness and ability of local school districts to pick up and maintain their program, once federal funding is no longer available. The fact is, however, that that might not happen: The general pattern has been for local activity to decline sharply when federal funds are withdrawn from specific innovations. One intent of the proposal, that part part which dealt with permanent local financing, was to aid local boards of education to understand the necessity of continuing Career Education programs financed from outside sources -- first in matching those outside funds and then in fully supporting the program once outside funding ends, and to develop community support and involvement to aid in financing.

To accomplish this task, NSBA contracted with Policy Studies in Education, (PSE) to conduct a study of the financing of Career Education in local school districts or other administrative units such as education service agencies or intermediate units which operate direct instruction programs for elementary and/or secondary school students. The study excluded projects conducted by state, intermediate, or local agencies, by colleges or universities, by profit making or nonprofit organizations, by professional associations, and by all other organizations which did not serve students directly. The survey instrument, a copy of which may be found in the Appendix and identified as Exhibit was designed by PSE and approved by NSBA and mailed to more than 600 local school districts across the nation. Those 600 districts were selected from a list of more than 5,000 local school districts with active Career Education programs. Those that were selected represented a cross-section of all kinds of school districts -- large and small, urban and rural, rich an poor, and those with young and those with mature career education programs. The information that accompanied the survey identified it as an effort to find out how local school boards were financing the initial development and/or the continued operation of career education as an ongoing part of regular school oeperations. The recipients of the questionnaire were told that the study included local school districts which have had outside help in the initial development of career education programs (through grants, contracts, or free or susidized services) and those which have had no outside help at all.

The recipients were also advised that although this was a finance study, it was not an accounting study. Thus, all of the questions were asked in percents rather than actual dollar figures.

Though we shall not attempt to summarize the entire report for a copy of it may be found in the Appendix and is identified as Exhibit C, there are several points that should be highlighted.

First, when we asked these school districts about their career education budgets and whether they were separate from the regular budget or incorporated into the district's budget, we found that there were basically three ways they were setting up their career education budgets: (1) to make it entirely separate from other elements in the school district budget and clearly earmark it for a career education; (2) infuse it into other elements of the school district budget without any separate identity of its own; and (3) do some of each. We found of the survey districts that all of them use all three methods with roughly equal frequency and with apparently equal success, though slightly more tended to incorporat into the regular budget than separate it out. Each group was, of course, quick to list the rationale for its particular course of action. For example, some suggested that a separate budget meant special visibility for career education as an important activity worth singling out for special financing. An infused budget signified that career education was so important that it had been made a regular part of all school operations and was financed as an intrical part of all operations. A mixed budget offered a combination of both advantages. There were of course several disadvantages as many were just as quick to point out. A separate budget exposed career education to attack by opponents, while an infused budget deprived it of special attention by the board and the administration.

Second, when we asked them about sources of cash income, we found that state and federal governments split the cost of career education about evenly with local school districts. Between them they paid 90% of all cash costs. We also found that while this was the typical pattern for school districts, we also found a remarkable wide range in the practice. Some districts, for example, got every penny from state and federal governments while others got every penny from the local school district budget. But no district got all of its money from intermediate school districts, philanthropic foundations, or corporations. In fact of all of the school districts surveyed, on the average less than 3% of any of those who responded received less than 4% cash income from anything other than local, state, or federal tax funds, which in essence supplied virtually all of the cash for their career education programs.

Third, in reviewing typical career education budgets we found that the greatest expense was for administration (25%) and next was instruction (24%). These two made up almost half of the career education budget. The remaining expenditures were in the areas of curriculum development (13%), guidance (13%), staff development (11%), other (6%), community relations (5%), and evaluation (4%).

Fourth, when we asked about spending for career education as a percent of the school budgets we found the districts spent an extremely tiny fraction of their total budget for career education. One district in the survey sample spent as little as .1% (one-tenth of 1%); while the highest spending district spent only 8%. The typical districts spent .4% (four-tenths of 1%). There was also a clear relationship between the amount of money spent and where it came from. School districts which could reach in the local school budgets to pay for career education spent considerably less than those which were successful in reaching into state, federal, or other outside budgets. School districts which drew all of their money from outside sources spent five times as much money for career education as those which got no outside money.

Fifth, when we asked them about sources of noncash contributions, we found that districts typically supplied literally half of the cash for career education, but half of the noncash contributions as well. In fact, 25% of the school districts supplied all of the noncash contributions going to career education, and get none from outside sources. These contributions come in various forms: the time of administrators, counselors, librarians, classroom teachers, and others who participate in career education but are not charged in the career education budget; career education instruction materials charged to budget lines other than career education; trips for career education buried in the regular transportion budget rather than earmarked as career education trips.

Corporations though which supplied about 3% of the cash for career education in the typical district, do supply 20% of the noncash contributions. In some communities, corporations supply more than half of the noncash contributions and in a few cases they supply all of them. These come primarily in the form of the time of employers and workers. Some of it goes into dealing with students in work sites or visiting classrooms; some of it goes to acting as members of career education committees and tasks forces. A small part is in the form of transportation and material supplied by companies.

Sixth, when we asked about the percent of increase from noncash contributions according to the percent of local funding, we found the districts which spent more of their own money for career education did a better job in getting more noncash contributions--either from elsewhere in the school district's budget or from the community. The reverse, of course, was true on the districts who heavily relied on outside funding would less likely to tap noncash sources. Simply stated it appeared that local school districts that were interested enough in career education to reach into their pockets for cash were interested enough to reach elsewhere into the school budget or the surrounding coummunity for noncash contributions.

Finally, one additional interesting piece of information emerged from the survey on financing and that dealt with the career education responsibilities of the school district staff. We learned that the typical school district had the equivalent of one full time staff member responsible only for career education and two full time staff members where responsibilities included career education (often the case with guidance counselors, curriculum directors, and assistant superintendent). The range of course was quite considerable, there were some districts where no one specialized exclusively in career education while other districts had the equivalent of 20 or more full time career education specialists. Obviously, of course, the number of staff members assigned to career education is chiefly a matter of the district size. But the one message that came out clearly was that those districts with successful programs learned that someone, be they an individual with just career education as their responsibilities, someone had to be in charge of career education if career education was going to succeed in the district. For those districts with successful programs learned that in order for the task to be done, someone had to be in charge of it.

A second part of the manual dealt with profiles of 13 school districts. That is, thirteen districts with outstanding career education financing practices were studied. Telephone interviews were held with each districts' career education coordinator and summaries of their programs were presented along with some specific advise how they went about financing career education programs.

A third section of the manual contained brief summaries about the activites of eighteen other exemplary career education districts across the country and shared some of the more innovative ways that they went about infusing career education into the curriculum. Finally, the names, addresses, and phone numbers of career education coordinators from around the country were included in the manual so that not only could an individual read about how to finance career education at the local level, but they knew who to write to to obtain additional information.

Following its acceptance by NSBA, the manual was reproduced and made available to those state career education coordinators and others who requested it. As the first national survey of financing practices of career education at the local level, the manual remains a viable and useful tool in aiding school board members, administrators, and others who seek to infuse career education into their curriculum. The survey is Exhibit D.

On March 29, 1979 a memorandum was sent by NSBA's Executive Director, Dr. Thomas A. Shannon, to the Executive Directors of each of our state associations of local school boards informing them about four Career Education Seminars that NSBA was sponsoring during the months of June and July, and inviting them to select four persons from their state to attend the seminars and participate in follow-up activities. The memorandum, see Exhibit E , was the first step in what we hoped to be the identification and training of a cadre of local school board member consultants around the nation.

NSBA understands as was documented in the application that it submitted for this proposal, that school board members learn best from other school board members. It was our intention, therefore, to identify and train a cadre of approximately 200 school board members who would be knowledgeable about career education and who could tell the career education story to other school board members. The proposal sought to recruit and train a knowledge cadre of 200 school board members from every state in the nation. The intent was to conduct a two-day seminar wherein school board members would learn about successful approaches to local financing of career education; specific how to's on school/community collaborations; the importance of school board support of career education through strong policy statements and key lessons on how to be a consultant. Then, once the seminars had been conducted, the school board members would return home and be able to serve as consultants to other school districts in their state. It was anticipated that NSBA would further gain the support of its state associations by involving them in announcing the availability of these consultants and coordinating requests for their services.

It was at this time, as registrations began to come in, that NSBA realized how serious the loss of AASA as a collaborator on this proposal was. For as the registrations began to come in, so did requests for financial assistance to attend the seminars.

Schoolboard members from across the country expressed a willingness and desire to participate in the seminars. However, it must be remembered that as school board members these individuals are often employed in other jobs and though willing to take the necessary time from their jobs to travel to and participate in these seminars, they lacked the financial means necessary to cover transportation, housing, and meal costs. Further, the invitation to participate in the seminars came at a time when the likes of Proposition 13 and TRIM were being adopted and saw many school boards having to cut back their budgets considerably. As they were having to reduce curriculum budgets, many school board members felt it inappropriate to increase their travel budgets. So without AASA's financial support to pay some of the faculty costs and related seminar costs, and above all, without stipends that were included in AASA's proposal, we found that instead of getting the fifty school board members and fifty administrators that we had wanted for each of the seminars, we found ourselves getting less than a dozen. After consultation with our OCE Project Officer, NSBA cancelled the seminars. What is ironic is that these seminars on financing local programs came at a time when they were needed most and could be least afforded. In cancelling the seminars, NSBA had notified the Office of Contracts and Grants Management that the approximately $35,000 set aside to conduct these seminars would be returned to the federal government.

Though unable to conduct the seminars, NSBA did, however, choose to prepare a manual entitled "Strategies for Incorporating Programmatic Efforts into a District--Using Career Education as the Program Example." The reference manual was designed to assist school board members, administrators, and school district staff in conceptualizing ways that a new programmatic effort could easily have been incorporated into a total district program at minimal cost to the district. The manual was set up in a notebook style so that additional strategies could be added as individual school districts formulated their plans for incorporating a program into the system. In addition, a unique feature of the manual was the separate, transportable training module that could be used in training situations to help individuals enter the reference manual. It could also be used to get school board members and district personnel thinking about strategies to incorporate career education programmatic efforts into the districts' curriculum. The manual, which is found in the Appendix and identified as Exhibit F was made available on a complimentary basis to those state career education coordinators who requested it. The coordinators likewise were encouraged to reproduce it in their state and disseminate it as broadly as they could. NSBA retains copies of the manual in their office and makes it available to individuals and school districts that request it. As with the financing manual, this manual remains one of the most sought after resource tools in the country. NSBA REPORTS: "The Partnership in Career Education" is a 33 minute film that was designed as a sequal to the original Debate Series and designed to illustrate two very important messages. First, that career education as a concept is not limited to the confines of the school district and their buildings and second, that career education as an activity is something that involves all children in a school district, grades K-12. Using Dr. Ken Hoyt's monograph "Refining the Process of Collaboration in Career Education," NSBA once again began the laboris task of crafting a script to carry these two messages. An Advisory Committee, see Exhibit G in the Appendix, comprised of a representative from the NSBA Board of Directors, an Executive Director of the State School Boards Association, and three local school board members met to decide how best to present this information. The result was a script that returned to the school district first introduced in the Debate Series. This time though, four years have passed and we were wanting to examine their progress.

Following a meeting of the Projects Advisory Committee where in the outline NSBA had developed was approved. NSBA, in conjunction with the filmmaker, Arthur L. Swerdloff Productions, Inc., Tarzana, California began the writing of the first draft of the screen play. Following a re-write of the first draft, a second draft was prepared and that in turn was disseminated for review to each and every state career education coordinator, more than 40 career education leaders across the country and many executive directors of state associations of schoolboards. Their overall response to the script was helpful and gratifying. Many took the time to read the draft of the script several times and offered suggestions on ways to incorporate it, and of course many liked the ideas that were being presented.

For this time for the film that was to be eventually titled "NSBA Reports: the Partnership in Career Education," we adopted a news format that was similar to many of the news programs that were appearing on television at that time. We casted the respected television actor, Joseph Campanellas, as an investigative reporter who had heard about a very positive, a very strong working relationship between the Springfield Public Schools and the community. Report Saunders first returned to interview some of the school board members who were present when the original debates were staged four years earlier and asked them about their feelings now about career education. With little exception, all were very much in favor of it and encouraged reporter Saunders to tour the schools and meet some of the students and talk with teachers about career education.

While visiting one of the classrooms, reporter Saunders was confronted by a young high school women who asked if she could join him as he does his study, 'to fulfill a proportion of my internship requirements for career education.' Saunders agrees and the two of them go on to make the report on the partnership in career education. They visit an elementary classroom where they see young children learning about the differences between products and services. They visit a Junior High School where they see kids receiving wages for some of the things that they build and sold, and they visit several locations including a place where Boeing 747 fuselages are assembled, a data processing plant, and a dairy. The two of them also meet and interacted with several teachers and a High School principal. All the individuals were quite positive about career education.

They concluded their report, after meeting with the district's career education coordinator, by attending a group comprised of business, labor, industry, and education representatives of the community who serve as an Advisory Committee to the board. The Committee is chaired by the President of the Chamber of Commerce who tells reporter Saunders that in speaking for the community he wants the reporter to understand that the community fully supports this partnership between the schools and the community, this partnership in career education.

The film concluded on a very high note with first the student presenting her impressions of what she had seen and then the reporter offered a summary of what he had learned. He stated rather explicitly that this partnership not only served to provide the students with a more complete education but also brought about a closer relationship between schools and the community. A copy of the script is included in the Appendix as Exhibit G .

Once the filming was completed, an Interlock assembly of the film was scheduled for evaluative screening at the NSBA national convention in April. Here this first cut of the film was shown to groups of schoolboard members and administrators, and their responses to film were recorded in of focus groups and by asking them to complete evaluations. Once the data had been tabulated from the focus groups and the evaluation forms, the film was then recut and assembled as a workprint. The workprint was then screened around the Washington, D.C. area and made available on a no cost limited preview use for certain NSBA state associations and career education coordinators who expressed an interest in seeing this assembly of the film and helping improve the final product. Once that had been accomplished and the film had been recut a final time, it was then scheduled for national release.

The overall reception of this film has been even better than the reception to the Debate Series. Individuals and groups find it useful when presenting information about career education and discussing the rationale for the need to develop this collaborative relationship between the schools and the communities, to both school groups and community groups alike. The Leaders/Participants Manual that was initially designed to work with the Debate Series has been expanded to include this partnership film. The film continues to be available through the National School Boards Association or its distributor, Arthur L. Swerdloff Productions, Inc. To date copies have been made available to every NSBA state association of local school boards and every career education coordinator. The film has been shown in almost every state and Canada, and has been requested as far away as Pango Pango and India. In October, 1980, former U.S. Commissioner of Education, Dr. Sydney Marland took a copy of the film with him when he went to Japan to lecture on career education.

The National School Boards Association is pleased that it has had this three year opportunity to aid in advancing the understanding of a need for career education in the classrooms of our Nation's 16,000 local school districts. In completing this final report we have tried to share with you and others some of the many things that we have learned about the training and retraining of local school board members. We have also tried to share with you our strong feelings about the need to involve school board members in the design of any new programs for school districts. Volunteers who dedicate their time, their energy and their expertise toward continuing to improve the quality of education found in our public schools, local school board members serve the Nation's children.

X. PROJECT PARTICIPANTS

With this type of Communications Project it is virtually impossible to assess the number of individuals that could be directly counted as project participants. At one point we would have been able to report a total of 400 school board members and administrators but when the AASA grant was not funded and NSBA had to cancel the seminars, we lost that opportunity. We are, however, rather confident in suggesting that thousands of individuals have been reached by and participated in this activity. If we would count the number of school board members, administrators, and school districts' staff who were involved in the preparation and completion of the survey and added to that the number of individuals who reacted to the first script and have subsequently seen and read the film, we would find that our numbers would indeed exceed the thousands both in this country and in other parts of the world.

XI. EVALUATION

A review of the evaluation plan that was submitted with the original project proposal which show tha the majority of the efforts of the project were directed towards evaluating the proposed consultants and dtermine whether in fact the seminars and their subsequent training was successful. The seminars were cancelled, obviously, that likewise cancelled out that part of the evaluation plan.

There was never any very specific plan for evaluating the manual for local financing of career education except to pilot test the initial instrument that was used to collect data, and that was done and it was corrected accordingly. Policies Studies in Education also used a telephone interview to review some of the first data that was collected and insured that the instructions on how to go about collecting the data were properly followed. The evaluation on the film, considering the medium, was planned to be front-end loaded and formative. This plan was carried out even beyond what was outlined in the original proposal. Copies of the second draft of the screen play were distributed nationwide and comments were received and tabulated and the script was corrected accordingly. Also, after the film had been shot, rough cuts were shown to many different groups in order to obtain the best product possible.

XII. ANTICIPATED CHANGES AND/OR PROBLEMS

Not applicable

XIII. DISSEMINATION ACTIVITIES

As detailed earlier in this report, all of the products that were generated by this proposal have been disseminated widely. The monograph on financing of career education at the local level had been made available to all state career education coordinators and all of the groups that expressed an interest in receiving it. Also in as much as NSBA did not seek to obtain a developmental copyright on the products, other have been encouraged to photocopy it, reference it, and make use of the manual however they saw fit.

The film that was produced through this project, NSBA Reports the Partnership in Career Education, likewise has received wide dissemination. NSBA continues to urge state associations of local school boards to make use of the film. Brochures describing the film, developed and paid for by the distributor, have been mailed to thousands of school districts all over the nation inviting them to obtain copies of the film. A copy may be found in the Appendix as Exhibit .

XIV. SPECIAL ACTIVITIES

As with all of their products, NSBA has taken special care to insure that the film included efforts to reduce race and sex sterotyping in career choice and also showed efforts to provide career education to handicapped persons. Our Board of Education was intergrated, the President was a woman and the school board members came from all walks of life. In the schools that report Saunders visited in the film, there were many handicapped students and one was highlighted in the opening part of the film.

XV. REPORT ABSTRACT

See attached.

APPENDICES

Exhibit A: Resolution: National School Boards Association
Adopted by the NSBA Delegate Assembly April 19-22, 1980
San Francisco, California
4.3.3. Comprehensive Career Education

Exhibit B: Career Education: Support in Policy
A supplement to the Educational Policies Service
of NSBA

Exhibit C: Policy Studies in Education: Getting and Spending:
A Study of Financing Career Education.
By Henry M. Brickell and Regina H. Paul for NSBA

Exhibit D: Financing Career Education

Exhibit E: NSBA MEMORANDUM: NSBA Career Education Seminars

Exhibit F: Stratagies for Incorporating Programmatic Exports
into a District Using Career Education as the Program
Example.
NSBA

XV. REPORT ABSTRACT

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Training Communications State Plan

VII. Name of Project Director: Stephen Kreimer

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XV. Report Abstract Continued

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The committee also recommended that NSBA capitalize on the success of the Career Education invitational seminars. They recommended that the staff develop a proposal that would capture the best of the seminars. Their recommendation and concern for Career Education was based on the recognition that a systematic change in Career Education can only come about through the direct involvement of school board members within the decision-making planning process, and that this can only come about through the directed effort to raise their consciousness and level of understanding.

Career Education is not a single policy statement but a concept that is found throughout many policy statements that a Board may adopt. To illustrate this, NSBA crafted Career Education: Support In Policy. This was a sample policy manual that contained approximately 60 areas in which a school board normally adopts policy statements in and demonstrates how Career Education can be woven in those areas.

NSBA distributed copies of the Career Education Policy manual to each State Association of local school boards, to many Career Education Coordinators and to every school district to provide a sample statement to aid in the development of the manual. NSBA also developed a 12-minute film strip entitled, "Fifty Nifty Tips in the Design and Implementation of Career Education". It dealt with staffing patterns, cost of career education and offered some thoughts on in-service training. NSBA also made the film strip available, at no cost to every state association and local school boards, State Career Education Coordinator and national organizations that requested it. These three projects: The Debate Series, the policy manual, and the filmstrip were the hallmarks of the second year of NSBA's sponsored Career Education activities and it was these projects and the enthusiastic response that they received that served as the basis for NSBA's third year, third level of involvement with Career Education.

Current Proposal: This year for this third level of NSBA's sponsored career education activities, NSBA was once again joined by the American Association of School Administrators. AASA working in cooperation with NSBA developed and submitted a nearly paralle proposal. The intent of the proposals were to: first, aid school districts in establishing a collaborative relationship with the business, labor, industry, and professional groups within the community; second, to aid school districts in obtaining permanent local financing of their Career Education programs; and third, by creating a cadre of 400 career education consultants (200 local school board members and 200 local administrators) nationwide to aid school districts in the development and implementation of Career Education programs. The AASA proposal was not funded.

The Career Education Incentive Act of 1977 (Public Law 95-207) presented a five-year master plan for the financing of Career Education. In the first two years it had the federal government providing 100% seed money to local school districts. In the third year, school districts would be required to begin matching funds. In the fourth and fifth years, the amounts of money required would increase with the federal money decreasing. In the sixth year no federal funds would be available; that is local support for Career Education would have to come from either local or state money. This strategy of increasing and then declining federal financial support presupposes several things, including the willingness and ability of local school districts to pick up and maintain their program, once federal funding is no longer available. The fact is, however, that that might not happen: The general pattern has been for local activity to decline sharply when federal funds are withdrawn from specific innovations. One intent of the proposal, that part which dealt with permanent local financing, was to aid local boards of education to understand the necessity of continuing Career Education programs financed from outside sources -- first in matching those outside funds and then in fully supporting the program once outside funding ends, and to develop community support and involvement to aid in financing a manual on financing of Career Education Programs was developed.

The purpose in conducting the seminars was to hold a two-day seminar wherein school board members would learn about successful approaches to local financing of career education; specific how to's on shcool/community collaborations; the importance of school board support of career education through strong policy statements and key lessons on how to be a consultant. Then, once the seminars had been conducted, the school board members would return home and be able to serve as consultants to other school districts in their state.

It was at this time, as registrations began to come in, that NSBA realized how serious the loss of AASA as a collaborator on this proposal was. For as the registrations began to come in, so did requests for financial assistance to attend the seminars.

Schoolboard members from across the country expressed a willingness and desire to participate in the seminars. However, it must be remembered that as school board members these invividuals are often employed in other jobs and though willing to take the necessary time from their jobs to travel to and participate in these seminars, they lacked the financial means necessary to cover transportation, housing, and meal costs. Further, the invitation to participate in the seminars came at a time when the likes of Proposition 13 and TRIM were being adopted and saw many school boards having to cut back their budgets considerably. After consultation with our OCE Project Officer, NSBA cancelled the seminars. What is ironic is that these seminars on financing local programs came at a time when they were needed most and could be least afforded.

Though unable to conduct the seminars, NSBA did, however, choose to prepare a manual entitled "Strategies for Incorporating Programmatic Efforts into a District -- Using Career Education as the Program Example." The reference manual was designed to assist school board members, administrators, and school district staff in conceptualizing wasy that a new programmatic effort could easily have been incorporated into a total district program at minimal cost to the district.

NSBA Reports: "The Partnership in Career Education" is a 33 minute film that was designed as a sequal to the original Debate Series and designed to illustrate two very important messages. First, that career education as a concept is not limited to the confines of the school district and their buildings and second, that career education as an activity is something that involves all children in a school district, grades K-12.

The overall reception of this film has been even better than the reception to the Debate Series. Individuals and groups find it useful when presenting information about career education and discussing the rationale for the need to develop this collaborative relationship between the schools and the communities, to both school groups and community groups alike. The Leaders/Participants Manual that was initially designed to work with the Debate Series has been expanded to include this partnership film. The film continues to be available through the National School Boards Associatio or its distributor Arthur L. Swerdloff Productions, Inc. To date, copies have been made available to every NSBA state association of local school boards and every career education coordinator.

The National School Boards Association is pleased that it has had this three year opportunity to aid in advancing the understanding of a need for career education in the classrooms of our Nations' 16,000 local school districts. In completing this final report we have tried to share with you and others some of the many things that we have learned about the training and retraining of local school board members. We have also tried to share with you our strong feelings about the need to involve school board members in the design of any new programs for shcool districts. Volunteers who dedicate their time, their energy and their expertise toward continuing to improve the quality of education found in our public schools, local school board members serve the Nation's children.

EXHIBIT [illegible]

RESOLUTION
NATIONAL SCHOOL BOARDS ASSOCIATION
ADOPTED BY THE NSBA DELEGATE ASSEMBLY
APRIL 19-22, 1980
SAN FRANCISCO, CALIFORNIA

4.3.3 COMPREHENSIVE CAREER EDUCATION

In recognition of the prime importance of work in our society and in recognition of the role that the schools play in the lives of all Americans, NSBA believes that the constructive attitudes and concepts involving the dignity of all kinds of work should be woven into exisiting curricula beginning with the primary grades.

NSBA also believes that career education, which combines academic subjects and an exposure of students to the world of work, should improve the learning process for most students. Also, it is desirable to involve community resources to provide career exploration for students.

NSBA recognizes that the purpose of career education programs is to provide educational experiences for students, not to provide employment. Thus, NSBA urges modification of the application of state laws which treat these programs in employment terms, rather than education terms.

EXHIBIT B

CAREER EDUCATION:
Support in Policy

NSBA

A supplement to the Educational Policies Service
of the National School Boards Association

...serving American education through school board leadership

CHECKLIST OF CONTENTS

Please note. The sample policies contained in this collection are codified to the EPS/NSBA system for classifying school board policies, 1975 revised edition.

Section A: Foundations and Basic Commitments

ABA	Community Involvement in Decisionmaking
ABB	Staff Involvement in Decisionmaking
ABC	Student Involvement in Decisionmaking
AC	Nondiscrimination
AD	Educational Philosophy
AD/AE	Educational Philosophy/School District Goals and Objectives
ADA*	Philosophy of Community Education
AF	Commitment to Accomplishment
AGA	Recognitions for Accomplishment

Section B: School Board Governance and Operations

BCF	Advisory Committees to the Board
BCFA*	Career Education Advisory Council
BCFA*-E	Career Education Advisory Council, exhibit

Section C: General School Administration

No policy samples provided.

Section D: Fiscal Management

No policy samples provided.

Section E: Support Services

EEAD	Special Use of School Buses
EEAD-R	Special Use of School Buses, regulation
EEAE	Student Transportation in Private Vehicles

Section F: Facilities Development

No policy samples provided.

Section G: Personnel

GBCC*	Staff Rights and Responsibilities
GCA	Professional Staff Positions
GCA*-R	Professional Staff Positions, regulation
GCAA*-R	Professional Staff Positions: Director, Office of Career Education (job description)
GCAB*-R	Professional Staff Positions: Program Coordinator of Career Education (job description)
GCAC*-R	Professional Staff Positions: Program Coordinator of Placement and Follow-Up (job description)
GCAD*-R	Professional Staff Positions: Career Guidance Specialist (job description)
GCAE*-R	Professional Staff Positions: Curriculum Specialist (job description)
GCL	Professional Staff Development Opportunities
GCLA	Professional Staff Visitations and Conference

Section H: Negotiations

No policy samples provided.

Section I: Instruction

IA/IAA	Instructional Goals/Instructional Priority Objectives
IF	Curriculum Development
IF-R	Curriculum Development, regulation
IGA	Basic Instructional Program
IGAB	Human Relations Education
IGAD	Career Education (Occupational Education); eight samples
IGAD-R	Career Education (Occupational Education), regulation
IGADA	Work Experience Opportunities
IGADAA*	Student Production of Goods and Services
IGADB*	Vocational Education
IGADC*	Postsecondary Occupational Program
IGAH/IGAI	Family Life/Sex Education
IGBA/IGBB	Programs for Handicapped Students/Gifted Students
IGBH	Alternative School Programs
IGC	Extended Instructional Programs
IGEC	Adult Occupational Education
IIAD	Special Interest Materials
IIC	Community Instructional Resources
IIC-E	Community Instructional Resources, exhibit
IICA	Field Trips and Excursions
IICC	School Volunteers
IICC-R	School Volunteers, regulation
IJA*	Career Guidance and Counseling
IKF	Graduation Requirements

Section J: Students

JB	Equal Educational Opportunities
JED	Student Absences and Excuses
JED-R	Student Absences and Excuses, regulation
JK	Employment of Students

Section K: School-Community Relations

KA	School-Community Relations Goals
KM	Relations with Community Organizations

Section L: Education Agency Relations

LB	Relations with Other Schools and School Districts
LB/LBA	Relations with Other Schools and School Districts/ Shared Services
LBA	Shared Services
LG	State Education Agency Relations

EXHIBIT C

Policy Studies in Education

680 Fifth Avenue, New York, New York 10019 • (212) 397-0040

GETTING AND SPENDING:

A STUDY OF FINANCING CAREER EDUCATION

Conducted for the

NATIONAL SCHOOL BOARDS ASSOCIATION
Washington, D.C. 20007

by

Henry M. Brickell
Regina M. Paul

1979

A Division of the Academy for Educational Development

ACKNOWLEDGEMENTS

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We are particularly indebted to representatives from five school districts for their cooperation in conducting a thorough pilot testing of the survey instrument and in providing many useful and insightful comments about it:

M. Robert Adkison, Superintendent
John V. Avila, Director of Curriculum
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Virginia H. Lish, Curriculum Specialist
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Ceres, California

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Montgomery County Public Schools
Rockville, Maryland

Barbara Preli, Director--Career Education
Jefferson County Public Schools
Louisville, Kentucky

Carolyn D. Raymond, Director--Center for
Career Development
Mesa Public Schools
Mesa, Arizona

Robert A. Sampieri, Director--Assessment Office
Los Angeles Unified School District
Los Angeles, California

Finally, we telephoned representatives from about 35 school districts nationwide in order to find out more about their career education programs and the financing of them. Many of these conversations have been used in creating the final two sections of this report--district profiles and Spotlight--and most of the people we interviewed are acknowledged individually there.

INTRODUCTION

This is the first national study of how local school districts finance career education. The results are significant for several reasons.

> About 5,000 school districts offer career education in some form. This report describes their current financial behavior and offers ideas for what they could do in the future.
>
> Local schools have enjoyed 10 years of federal pump-priming--and, to a lesser extent, state pump-priming--to stimulate local career education programs. This report shows how well local pums keep flowing once they have been primed.
>
> The Career Education Incentive Act calls for a rising and falling schedule of federal funding, with local districts required to make up the dollar difference as federal funds dwindle. This report shows what districts have done in the past when they lost federal money and predicts what they will do in the future.
>
> The nation needs a strategy for assuring that local districts will continue to finance what federal and state governments have begun. This report offers a suggestion for a realistic strategy.
>
> Local districts have been aggressively experimenting to get the best value for every career education dollar. Some of the most interesting experiments are recounted here.
>
> Some districts have made superb use of non-cash contributions from the community--particularly from employers, workers, and parents--to build strong programs while keeping cash costs down. Some of the non-cash contributions are described in these pages.

This report will be of special interest to local boards of education but should prove useful to local, state, and federal career education specialists as well as to other persons concerned with local, state and federal financing of new educational programs.

Some Limitations of the Study

There are a number of difficulties in conducting a study like this and they inevitably have some effect on the results. Here are some of the difficulties.

> It is hard to pick a truly representative sample of the 5,000 local school districts which provide career education. The results of this study may not represent all types of districts perfectly, although they do appear to come from a good cross-section.
>
> The survey was a search for districts that have at least begun to finance career education on their own. Some districts which are not yet putting their own money into career education may have been discouraged from taking part.
>
> Where career education is a truly intregal part of the school curriculum, it may be an intregal --and unidentifiable--part of the school budget. In such cases, the financing of career education cannot be displayed and analyzed.
>
> Local career education officials often cannot distinguish between federal and state funding, since federal money flows to local school districts through the state. Thus the way they report income from federal and state sources may not be accurate.
>
> Many districts make heavy use of community resources but few local career education coordinators can put a price on their value.
>
> It is hard to get a high rate of return for questionnaires, given the fact that every mailing list available includes school districts with no one in charge of career education who could fill out the questionnaires.

Despite these limitations, the information collected in this survey does appear to be both representative and reasonable and probably paints a rather accurate and reliable picture of how career education is being financed in local school districts nationwide.

School Districts Participating in the Study

Questionnaires were mailed to more than 600 local school districts with career education programs. They represented a cross-section of all kinds of school districts across the country--large and small, urban and rural, rich and poor, and those with young and mature career education programs. The characteristrics of those responding to the survey are described in the Appendix. The results of the survey are reported in Part I of this report.

In addition, over 35 districts with exemplary financing practices and high quality career education programs were telephoned for detailed descriptions of their activities. The results of those interviews are reported in Part II of this report.

PART I. SURVEY FINDINGS

PROGRAM CHARACTERISTICS

The following tables display the key features of career education programs in the survey districts. The tables deal with such topics as the degree of program implementation, advisory and supervisory mechanisms, training for teachers and administrators, responsibilities of staff members, and the amount and types of career education activities being provided for students.

STATUS OF PROGRAMS

Status	Percent of programs
Being introduced	17
Being expanded	25
Being continued	57

Roughly half of the districts are continuing career education programs begun earlier while the other half are either introducing career education for the first time or expanding programs already begun.

IMPLICATIONS

The characteristics of the program in the districts and the shape of their budgets for career education are undoubtedly influenced by the fact that more than 80 percent are expanding or continuing existing programs. This helps explain why most teachers and administrators have been trained in career education, why many teachers are providing career experiences regularly, and why most students are receiving career education. It also helps explain why districts, having already initiated their programs and trained their personnel in career education, spend so little for services such as staff development and curriculum development and why, converesly, because they must continue to manage and coordinate an ongoing program, spend so much for administration.

What we have here is a group of rather mature career education programs, with the kinds of program characteristics and budget allocations one would expect to find in mature programs.

ADVISORY AND SUPERVISORY MECHANISMS FOR CAREER EDUCATION

Mechanism	Percent of districts
Formal written board of education policy governing career education district-wide	55
Committee or task force meeting at least monthly	37
Overall career education objectives guiding student instruction	71
Grade-by-grade career education objectives guiding student instruction	51

More than half the districts have a written policy for career education and back it up with specific objectives for each grade. Moreover, over 35 percent have committees which meet monthly to guide the work.

IMPLICATIONS

A written policy, a regular series of committee meetings, clear objectives--preferably grade-by-grade--all of these are important for a successful program.

A written policy means that boards of education and superintendents agree on the importance of career education. Moreover, such a policy serves as an important mandate for administrators and teachers to provide career education for their students--and it comes at no cost to the district.

The specific objectives for each grade--objectives which may be developed locally or adopted or adapted from outside sources--give clear definition to career education and make it possible to evaluate whether it is working. Boards of education and superintendents must choose between the higher cost of having teachers develop good objectives to which they are deeply committed and the lower cost of purchasing equally good ready-made objectives from the outside to which teachers feel no allegiance. This tradeoff has clear budgetary implications.

Regular meetings of committees representing both the outside community and the professional staff help communicate the purposes of career education to the community and draw in outside ideas as to how to accomplish it. Community participation in such committees is an important non-cash contribution to the effort and usually paves the way for additional non-cash contributions in the form of time volunteered by employers and workers to chaperone students through work sites and/or to visit schools to explain the realities of work.

TRAINING FOR TEACHERS AND ADMINISTRATORS

Number of hours	Percent of districts which have provided training for: Teachers	Administrators
0	6	6
1 - 2	20	24
3 - 5	28	23
6 - 10	17	19
11 - 20	14	6
21 - 30	8	4
31 or more	6	20

MEDIANS: 3-5 hours of training for teachers in career education

3-5 hours of training for administrators in career education

Ninety-four percent of the districts have trained teachers and administrators in career education. The training time averaged four hours. But some districts have done far more. For example, 20 percent have supplied more than 30 hours of training for their administrators.

IMPLICATIONS

A number of districts with exemplary programs advised training administrators first and training them thoroughly when introducing career education. This is a customary finding with all innovative programs; there is no substitute for administrative leadership. The districts said that since administrative leadership was essential in establishing career education, administrative training was essential. Trained administrators can, of course go on to train teachers—a practice used in many districts.

> Districts with exemplary programs also said that teacher training is the irreducible feature of a successful program. The administrators of the mature programs reported here agree with that, as shown by the fact that most of them have already trained their teachers.

No one knows exactly how much training it takes not only to convince teachers and principals that career education is desirable but to make them skillful in doing it. But whether career content is infused into all subjects or taught separately, it is difficult to believe that the knowledge, skills, and attitudes needed to do it well can be taught to teachers and administrators in 30 hours or less. Using that standard, 94 percent of the districts have not given enough training to their teachers and 80 percent have not given enough to their administrators.

CAREER EDUCATION RESPONSIBILITIES OF STAFF MEMBERS

Number of full-time-equivalent (FTE) staff members	Percent of districts	
	Responsibilities *only* in career education	Responsibilities *including* career education
0	29	16
0.1 - 0.9	7	11
1 - 1.9	22	18
2 - 2.9	13	7
3 - 4.9	6	4
5 - 6.9	9	13
7 - 9.9	9	3
10 -19.9	1	13
20 or more	4	14

MEDIANS: 1 FTE staff member with responsibilities *only* in career education

2 FTE staff members with responsibilities *including* career education

The typical district has the equivalent of one full-time staff member responsible *only* for career education and two full-time staff members with responsibilities *including* career education (often the case with guidance counselors, curriculum directors, and assistant superintendents). (These equivalents include both full-time staff members and part-time staff members.)

Almost 30 percent of the districts have no one who specializes exclusively in career education.

In extreme contrast, a handful of districts have the equivalent of 20 or more full-time career education specialists and a triple handful have 20 or more responsible at least partially for career education.

The number of staff members assigned to career education is chiefly a matter of district size: districts with large enrollments assign more people than those with small enrollments.

IMPLICATIONS

Most districts charge someone with the responsibility for career education, either as an exclusive specialty or as one of several responsibilities. Evidently, experienced school districts find that someone must be in charge. Districts just introducing career education have already learned that lesson: 100 percent of them had made someone responsible either full time or part time. Even in the smallest of budgets, the career education coordinator's salary (or part of it) is a standard fixture.

TEACHERS PROVIDING CAREER EDUCATION

Percent of teachers providing career instruction regularly	Percent of districts
0-20	24
21-40	19
41-60	23
61-80	24
81-100	11

MEDIAN: 48% of teachers providing career instruction regularly

Half of the teachers provide career instruction regularly in the typical district. But there is an extremely wide range in practice, with a few districts reporting that no teachers gave regular career instruction and a few reporting that almost all teachers did it.

IMPLICATIONS

The fact that these districts have succeeded in having half the teachers provide career instruction is clear evidence that many of the programs reported here are exemplary. Nevertheless, there is a widespread need to expand career education even in these districts if all teachers are to give regular career instruction.

Some combination of money for staff development and administrative monitoring of teachers' classroom performance will need to be used if a majority of teachers are to do the job. The second—administrative monitoring—is not an extra expense because administrators should do it in the normal course of supervising the instructional program.

STUDENTS RECEIVING CAREER EDUCATION

Percent of students (K-12) receiving career education	Percent of districts
0-20	20
21-40	14
41-60	14
61-80	16
81-100	37

MEDIAN: 65% of the students receiving career education

An impressive 65 percent of the students in a typical district received career education. In fact, more than 80 percent get regular instruction in about 35 percent of the districts. At the other extreme are the districts where 20 percent or fewer of the students are receiving career instruction.

IMPLICATIONS

The fact that only about 50 percent of the teachers provide career education regularly while 65 percent of the students receive career education signifies that not all students get regular career instruction. Here again, we see that career education needs to be intensified in those places where it has already been introduced. And in large districts where it has been introduced in some schools, but not others, it needs to be expanded. More money and administrative initiative will presumably be needed to accomplish that.

WORLD OF WORK EXPERIENCES FOR STUDENTS

Percent of students getting experiences in the world of work	Percent of districts
0-20	54
21-40	14
41-60	9
61-80	8
81-100	15

MEDIAN: 15% of students getting experiences in the world of work

Few students get experience in the world of work directly through internships, explorations, shadowing programs, and so on. In a typical district, only 15 percent get the benefit of such direct experience.

IMPLICATIONS

Given the centrality of the idea that students should get hands-on work experience while learning about careers, more must be done to get them outside the schoolhouse.

It may be that satisfactory programs for accomplishing this--programs that solve the logistics of transportation, schedules, and absence from other classes--have not yet been invented or, at least, not yet been publicized and disseminated. This seems to be a frontier for aggressive exploration. It may be that districts can manage a major expansion of the non-cash contributions by convincing employers and workers to spend time at their job sites with students and to help districts organize and administer such programs.

Another possibility would be to redesign all school-sponsored field trips so that they incorporate opportunities to observe people at work. That means better use of money already being spent. Still another possibility is to design cost-free individual trips to nearby places within walking distance or to places where students can get transportation from family members and volunteer drivers.

Whether through the expansion of cash or non-cash contributions, some way must be found. Otherwise, most students will continue to be deprived of direct experience with the world of work.

FINANCING PATTERNS

The following tables display the financing patterns of career education programs in the survey districts. The tables deal with such topics as the nature of the career education budget, the sources of cash income and non-cash contributions, the dollar value of the cash budget and non-cash contributions, the relationship of those two, the allocation of cash and non-cash contributions to various program functions and activities, the relationship of spending for career education versus general education, and spending per pupil for career education.

SEPARATE OR INCORPORATED BUDGET

Nature of career education budget	Percent of districts
Separate from regular budget	35
Partly separate, partly incorporated	25
Incorporated in regular budget	39

There are three ways to set up a career education budget: 1) make it entirely separate from other elements in the school district budget and clearly earmark it for career education; 2) infuse it into other elements of the school district budget, without any separate identity of its own; and 3) do some of each. The districts use all three methods with roughly equal frequency and with apparently equal success. That is, some have separate budgets, some have infused budgets, and some have mixed budgets.

IMPLICATIONS

Each method has its advantages and thus its appeal. A separate budget means special visibility for career education as an important activity worth singling out for special financing. An infused budget signifies that career education is so important that it has been made a regular part of all school operations and is financed as an integral part of all operations. A mixed budget offers a combination of the advantages.

There are, of course, disadvantages to each method. A separate budget exposes career education to attack by opponents while an infused budget deprives it of special attention by the board of education and the superintendent.

SOURCES OF CASH INCOME

Source	Average percent	Principal range* (percent)
State and Federal governments**	47	4-96
Local school district (including regular state funds)***	45	4-96
Intermediate school district****	3	1-4
Philanthropic foundations	3	1-4
Corporations	3	1-4

*Fifty percent of all school districts fall within this range; 25 percent fall below this range and 25 percent rise above it.

**Figures shown here are for special state and Federal funds earmarked specifically for career education. Various state and Federal agencies use different names for these funds such as categorical funds, restricted funds, special project funds, special grant funds, etc.

***Figures used for local school district budgets include general state funds paid out to local school districts on the basis of financial formulas. Various states use different names such as formula funds, foundation funds, foundation grants, general funds, non-categorical funds, etc. These are funds not earmarked by the state for specific purposes.

****Various states use different names such as intermediate units, educational service agencies, boards of cooperative educational services, county offices, etc. These are regional governmental units interposed halfway between local school districts and state education departments.

State and Federal governments split the costs of career education about evenly with local school districts. Between them, they pay 90 percent of all cash costs.

That is the pattern for typical districts, but there is a remarkably wide range in practice. Some districts get every penny from state and Federal governments; others get every penny from the local school district budget. But no district gets all its money from intermediate school districts, philanthropic foundations, or corporations. In fact, in 99 cases out of 100, none of those sources supply more than 5 percent of the career education budget.

Local, state, and Federal tax funds supply virtually all the cash for career education.

IMPLICATIONS

School districts should not expect to operate career education programs with cash from non-government sources. Only in an extremely rare case will a district find a substantial source of cash outside of tax funds. And even in such a rare case, the district cannot expect to get 100 percent of its cash needs without dipping into tax funds.

Intermediate school districts, philanthropic foundations, corporations, and other sources such as labor unions and voluntary organizations should be approached not for cash but for contributions of other kinds.

SOURCES OF NON-CASH CONTRIBUTIONS

Source	Average percent	Principal range (percent)
Local school district (including regular state funds)	51	3-97
Corporations	20	2-24
Other	15	1-5
Intermediate school district	5	1-4
Philanthropic foundations	5	1-4
State and Federal governments	3	1-4

The districts typically supply not only half of the cash for career education, but half of the non-cash contributions as well. In fact, 25 percent of the school districts supply all of the non-cash contributions going to career education and get none from outside sources. These contributions come in various forms: the time of administrators, counselors, librarians, classroom teachers and others who participate in career education but are not charged to the career education budget; career education instructional materials charged to budget lines other than career education; trips for career education buried in the regular transportation budget rather than earmarked as career education trips.

Corporations, which supply only 3 percent of the cash for career education in the typical district, supply 20 percent of the non-cash contributions. In some communities, corporations supply more than half of the non-cash contributions and in a few cases they supply all of them. These come primarily in the form of the time of employers and workers. Some of it goes into dealing with students at work sites or visiting classrooms; some of it goes to acting as members of career education committees and task forces. A small part is in the form of transportation and materials supplied by companies.

In some cases, "other" sources supply more than half of the non-cash contributions and in some cases all of them. The "other" sources include Chambers of Commerce, which arrange trips for students or encourage their members to contribute to career education or to print community resource guides or supply instructional materials. "Other" also includes university training programs not financed by the local school district, but paid for by state or Federal funds. A number of states supply funds to universities to train local school district personnel.

Intermediate school districts and philanthropic foundations usually supply as little in the way of non-cash contributions as they do in the way of cash. And, understandably, state and Federal governments supply cash to local school districts rather than services.

IMPLICATIONS

The personal time of talented members of the community, specialized services such as printing and transportation, administrative assistance in contacting organizations and arranging special events for students, as well as useful materials for teaching about careers are available from local school districts, corporations, voluntary organizations, and elsewhere. They can be as valuable as cash. In fact, they can be better than cash because they can give students experiences money can't buy.

Boards of education should encourage their administrators to seek such non-cash contributions and to seek them actively.

CURRENT EXPENSE CASH BUDGET

Dollars	Percent of districts
0	4
1-5,000	10
5,001-10,000	6
10,001-20,000	13
20,001-30,000	10
30,001-60,000	14
60,001-90,000	6
90,001-150,000	11
150,001-250,000	12
250,001 or more	12

MEDIAN: $42,344 current expense budget for career education

The typical school district spends just over $42,000 for career education out of its current expense budget in 1978-79. But the range of spending is extremely wide, depending partly on district size and partly on district interest in career education and luck in obtaining outside funding. A few districts spend nothing on career education; a few spend more than $250,000. The others are scattered everywhere between.

IMPLICATIONS

Career education programs can be operated at virtually any level of spending, although there will of course be significant differences in scope and probably in quality. But a district that cannot afford a large career education program can nevertheless begin with a small one and expand it as time passes.

DOLLAR VALUE OF NON-CASH CONTRIBUTIONS

Dollar value	Percent of districts
0	20
1- 5,000	17
5,001-10,000	17
10,001-20,000	15
20,001-30,000	9
30,001-60,000	6
60,001-90,000	4
90,001 or more	12

MEDIAN: $10,000 value of non-cash contributions to career education

The typical district increases its cash budget by almost 25 percent through non-cash contributions--starting with about $42,000 in cash and adding $10,000 in non-cash contributions for a total budget of $52,000.

Again, the range in local practice is extremely wide. About 20 percent of the districts report no non-cash contributions, while about 20 percent report more than $30,000 in non-cash contributions.

There is a similar wide range in the percent by which cash budgets are increased thanks to non-cash items. While about half of the districts report that their budgets have been increased by less than 25 percent because of non-cash goods and services, about 25 percent report that their budgets have been increased by at least 50 percent, and about 15 percent say that their budgets have actually been more than doubled by non-cash contributions.

IMPLICATIONS

Obviously, there is a potential wealth of non-cash contributions waiting to be tapped for career education. Boards of education should encourage active collaboration between professional staffs and community leaders to enrich career learning for students.

PERCENT INCREASE FROM NON-CASH CONTRIBUTIONS ACCORDING TO PERCENT OF LOCAL FUNDING

	Percent of School Districts			
Percent increase	100% local funding	50-99% local funding	1-49% local funding	0% local funding
0	36	35	22	24
1-20	5	13	44	45
21-40	18	9	7	13
41-60	9	13	11	7
61-80	5	9	4	0
81-100	9	4	4	0
101-200	5	13	7	7
201 or more	14	4	0	3

MEDIANS: 30% increase in districts with 100% local funding
36% increase in districts with 50-99% local funding
9% increase in districts with 1-49% local funding
13% increase in districts with 0% local funding

Districts which spend more of their own money for career education do a better job in getting non-cash contributions--either from elsewhere in the school district budget or the community. The reverse is, of course, true: districts which rely heavily on outside funding are less likely to tap local non-cash sources.

IMPLICATIONS

It may simply be that local school districts interested enough in career education to reach into their own pockets for cash are interested enough to reach elsewhere into the school budget or into the surrounding community for non-cash contributions. Or it may be that school districts which cannot obtain much outside funding are forced to scrape not only their cash barrels but also their own non-cash barrels for career education resources.

Whatever the reason, local effort to raise cash is usually accompanied by local effort to raise non-cash goods and services as well. And the higher the fraction of cash the local district raises for itself, *the more non-cash goods and services it manages to obtain. For example, almost 30 percent of the districts paying for career education entirely from local funds increase their budgets by at least 80 percent through non-cash items in contrast to only 10 percent of the districts which supply no local money.*

PERCENT SPENT ON PROFESSIONAL PERSONNEL

Item	Average percent	Principal range (percent)
Professional personnel	64	53-80
Other	36	16-47

PERCENT OF NON-CASH CONTRIBUTIONS USED FOR PROFESSIONAL PERSONNEL

Item	Average percent	Principal range (percent)
Professional personnel	57	5-98
Other	43	5-80

The typical school district spends about two-thirds of its cash for professional personnel and about one-third for other purposes. This is a slightly smaller fraction going for professional personnel than is true elsewhere in local school budgets, where just over 70 percent of the money goes for professionals. The difference reflects the fact that career education has more transportation expenses to take students outside the school rooms for instruction, depends on new instructional materials containing career concepts, requires funds for staff development, and depends on professional personnel paid out of the regular school budget to perform its functions.

Here as elsewhere, practice varies widely. About 25 percent of the districts spend less than half of their budgets for professional personnel; another 25 percent spend over 80 percent for professional personnel.

When it comes to non-cash contributions, the typical district receives 57 percent of them in the form of professional personnel time and the balance in the form of other services and in the form of goods such as instructional materials. Local school districts contribute the professional personnel time, while outside organizations contribute other services and goods.

IMPLICATIONS

The lesson to be learned from these districts is that boards of education should supplement career education cash with non-cash contributions in the form of the time of professional personnel not paid through career education funds and should supplement it with other kinds of goods and services drawn from outside organizations such as corporations, universities, and intermediate school districts.

PERCENT SPENT ON EACH PROGRAM ACTIVITY

Activity	Average percent	Principal range (percent)
Administration	25	4-30
Instruction	24	3-38
Curriculum development	13	3-15
Guidance	13	2-12
Staff development	11	3-15
Other	6	1-4
Community relations	5	1-5
Evaluation	4	1-5

Administration and instruction customarily take up half of the career education cash, with it being split quite evenly between the two.

About 35 percent or more is ordinarily divided quite evenly among curriculum development, staff development, and guidance. The remaining 15 percent usually goes quite evenly into community relations, evaluation, and other functions.

The range in local practice is not very great: 50 percent of all districts show a similar spending pattern.

IMPLICATIONS

The spending pattern shown here is for rather mature career education programs which have been established for some time and are either continuing or expanding. The spending pattern for brand new programs differs somewhat from this, with a considerably higher fraction going into staff development and a somewhat higher fraction going into curriculum development, at the expense of instruction and, to a lesser extent, at the expense of administration. This is because young programs must be launched through massive staff training and curriculum change, while mature programs are more in need of continuous coordination and continuous instruction.

The reason for equal amounts going into administration and instruction--in contrast to regular school programs where only about 5 percent goes into administration and 70 percent into instruction--is that instruction in career education is provided by administrators, teachers, and counselors who are a part of the regular school budget and not a part of the career education budget. The interpretation should not be that administration is relatively high, but instead that instruction costs are relatively low because most instruction costs for career education do not appear in career education budgets.

Another point to understand is that the high cost of initial staff development and curriculum development in a new career education program is what often makes outside money necessary. School districts are better able to supply the low continuing costs of career education than the high start-up costs. The design of the Career Education Incentive Act recognizes this by paying the start-up costs of local programs. But, the Act fails to understand that school districts can maintain their initial momentum in career education for a fraction of the initial cost. In expecting districts to maintain the level of spending they reached with Federal funds, the Act may be expecting too much.

TYPICAL CAREER EDUCATION BUDGET

Activity	Amount	Percent
Administration	10,480	25
Instruction	10,063	24
Curriculum development	5,450	13
Guidance	5,450	13
Staff development	4,612	11
Other	2,516	6
Community relations	2,096	5
Evaluation	1,677	4
TOTAL	42,344	101

Applying the typical cash spending pattern to the typical career education budget of just over $42,000 produces the table shown above.

IMPLICATIONS

The districts are managing to have 50 percent of their teachers supply career education regularly and 65 percent of their students exposed to career education at least part of the time--even with an average enrollment of 8,000 students and an average professional staff of 400--with extremely small budgets. These are, of course, maintenance budgets, and they usually stand on the shoulders of higher initial spending.

Even so, it seems quite evident that a great deal can be accomplished--and is being accomplished--with a very small amount of continuing money, which won't buy much administration, instruction, staff and curriculum development, and so on. This should be encouraging to boards of education with modest funds. They can look upon career education as an economically efficient program.

And it should be encouraging to outside organizations which are considering supplying either cash or non-cash contributions to support career education. They should expect an attractive rate of return on their investment, whether the investment is in the form of cash or goods and services.

PERCENT OF NON-CASH CONTRIBUTIONS
USED FOR EACH PROGRAM ACTIVITY

Activity	Average percent	Principal range (percent)
Instruction	34	4-57
Administration	14	2-15
Community relations	14	2-16
Staff development	11	2-16
Guidance	11	2-13
Curriculum development	6	2-7
Evaluation	5	1-5
Other	5	1-5

The customary distribution of non-cash goods and services over various activities looks almost exactly like the distribution of cash over those same activities--except that non-cash items are far more likely to go for instruction than for administration.

Here again, as is the case with cash, there is a relatively restricted range in practice, with 50 percent of the school districts displaying a quite similar pattern.

IMPLICATIONS

The reasons for the pattern shown here are the same as the reasons given earlier for the way cash is spent: mature career education programs are concerned with continuing instruction rather than with the special, temporary costs of introducing a new program.

The findings also suggest that those who supply non-cash contributions for career education are most willing to supply them for the direct instruction of students--as when employers and workers assist students in actual job sites or deal with them directly in classroom settings.

SPENDING FOR CAREER EDUCATION AS A PERCENT OF THE SCHOOL BUDGET

Percent of career education budget supplied by local school district	Percent of district total current expense budget devoted to career education
100	.3
50-99	.5
1-49	.7
0	1.6

School districts spend an extremely tiny fraction of their total budgets for career education. One district in the survey sample spent as little as .1 percent (one-tenth of one percent); the highest-spending district spent only 8 percent. The typical district spent .4 percent (four-tenths of one percent).

Moreover, there is a clear relationship between the amount spent and where it comes from. School districts which reach into local school budgets to pay for career education spend considerably less than those which are successful in reaching into state and Federal or other outside budgets. Districts which draw all their money from the outside spend five times as much for career education as those which get no outside money.

IMPLICATIONS

The districts appear unwilling or unable to spend as much of their own money as outside money for career education. But there is another possible interpretation: school districts begin career education with outside money and face high start-up costs. They continue career education with local funds and can reduce their spending to match the lower costs of maintaining an ongoing career education program.

Whatever the reason, it is doubtful that those who make policy for the public financing of career education can or should expect local districts to maintain at local expense the same level of spending they attained with outside funds. That appears to be impossible for most school districts and is probably unnecessary.

SPENDING PER PUPIL	
Percent of career education budget supplied by local school district	Dollars spent per pupil for career education
100	$4.50
50-99	7.50
1-49	10.50
0	24.00

School districts spend more outside money than inside money for career education. They spend five times as much on every pupil if it's all outside money, twice as much if it's half outside money.

They scale their per pupil spending in proportion to how much outside money they get. The less outside money, the less they spend.

IMPLICATIONS

It looks as though when outside money disappears, school districts make up only about 20 percent of it with their own money.

State officials who allocate funds under the Career Education Incentive Act will have to select school districts very carefully and get firm commitments from them if they are to replace declining Federal funds 100 percent with district funds.

An alternative strategy would be to amend the Act to permit districts to replace Federal funds 20 percent with district funds. The reasoning would be that once Federal funds had paid 100 percent of the initial high costs of career education--training staffs, developing curriculum, buying materials, and locating and listing community resources--the district could maintain its program every year for 20 percent of the original installation costs.

PART II. EXEMPLARY CASES

THE STARS: DISTRICT PROFILES

The following 13 district profiles highlight many of the outstanding career education financing practices which school districts across the country have invented and used with evident success. While each of these districts is exemplary in terms of its ability to finance career education, most of these districts are also exemplary in terms of the quality of the career education they provide for their students. For these two reasons, these districts have much useful, insightful, and creative advice to offer other districts which are beginning or continuing to undertake local financing of career education.

MONTGOMERY COUNTY PUBLIC SCHOOLS
MONTGOMERY COUNTY, MARYLAND

Active in career education since 1971 . . . suburban communities near Washington, D.C. . . . about 105,000 students . . . 75 percent go on to a two-year or four-year college upon graduation.

Financing the Program with Outstanding Local Support

Career education in Montgomery County Public Schools (MCPS) has always been supported by local school district funds. Curriculum development, staff inservice training, salaries for career education personnel, and instructional materials have all been paid for by local monies--that's how important the ongoing K-12 program has been to MCPS.

Small state and Federal grants (never exceeding about $20,000 per grant) have been won several times in the past eight years for special projects, but have not been used to finance the regular infused program. One larger grant from USOE's Office of Career Education in 1976-77 was used to start an innovative, highly successful Executive High School Internship Program in public administration for gifted and talented students; full funding for that program was taken over by MCPS the very next year.

> Advice: Use Federal funds to try out new ideas or promote career education through interesting short-term projects, but don't depend on them.

Attacking the Curriculum

The career education coordinator was chosen out of the curriculum department of MCPS in 1971 to develop a conceptual plan for career education. She began working immediately with the subject supervisors to include career education in their curricula. The starting point was foreign languages.

> Advice: Pick a subject in trouble and find out how career education can help.

Declining enrollments in foreign languages made the foreign language supervisor and teachers open to fresh approaches for making their subject more relevant to students. Career education was one answer.

All subject supervisors have now worked career education into their curricula, social studies and English most recently. A well organized and specific set of career education objectives is used to infuse career education systematically into all subjects at all grade levels.

Winning Board Support

Career education in MCPS got early board of education support when the board adopted a policy in favor of it about five years ago.

> Advice: Look at the school district's priorities. Figure out how career education can contribute to meeting those priorities.

That's the way it happened in MCPS--with some persuasive efforts by the career education coordinator. She is now working on career education for the handicapped, a new priority in many school districts across the country. She's showing career education as an answer to important problems.

> Advice: Find out the least expensive ways to get career education into the budget. Try not to add extra personnel.

MCPS has someone to coordinate the career education program, but has depended on the subject supervisors to get career education into the curricula and see that teachers keep it there. No empire of career education staff has been built. In fact, the career education coordinator in MCPS has other responsibilities as well.

Be Sure To Call . . .

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Coordinator--Career Education
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CERES UNIFIED SCHOOL DISTRICT
CERES, CALIFORNIA

Active in career education since 1972 . . . rural community in the northern part of California . ... about 4,500 students . . . 50 percent are the children of blue collar workers.

Starting Off with a Big Federal Bang

Ceres garnered an astounding $920,000 in Federal funds during the first four years of its program. It tapped every available source with great success--Vocational Education Act Part D, Elementary and Secondary Education Act Title III, and USOE's Office of Career Education monies. A little, rural district--getting and spending like crazy. And it paid off.

Infusion, Infusion Everywhere

By the end of the four years, Ceres had one of the best career education programs in the country. Developed and promoted by curriculum specialists, the Ceres career education program was a perfect example of infusion--career education objectives by grade level being used by intensively-trained teachers and administrators who knew what career education really was. You could walk into a classroom and see career education happening.

There were special exemplary programs, too. Auto-English had English teachers in the auto mechanics classes to teach those students the kind of English they would need on the job--the kind they felt it was important for them to learn. A rigorous evaluation showed the program to be a great success.

Keeping the Program Going

For two years, the career education program received no outside funding, but was maintained by local district monies. The board of education was supportive; its members had had good and careful instruction.

Advice: Single out an enthusiastic top-level administrator to sell career education to the staff and community.

Ceres was lucky. Its superintendent was extremely supportive of career education from the beginning and helped explain it to the board. The superintendent also helped win over the principals and the secondary level staff --all of whom had their doubts about career education.

This year Ceres' efforts in career education have been given another boost--another $100,000 in state funds--to keep expanding its good work.

> Advice: Local financial support is important, but don't pass up opportunities to win state and Federal funds to explore new avenues or enrich old ones --no matter how good your program is.

Be Sure To Call . . .

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John V. Avila--Director of Curriculum
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TULSA PUBLIC SCHOOLS
TULSA, OKLAHOMA

Active in career education since 1970 . . . urban community . . . about 60,000 students . . . 60 percent go on to a two-year or four-year college and 30 percent go to work upon graduation.

Cooperatively Funding the Program

When Federal monies from a three-year grant ran out several years ago, the state stepped in to supply career education funding in Tulsa--but supplied too little money to continue the secondary school program. State monies supported the Tulsa coordinator's salary completely for one year while she worked on the elementary program. In the second year, the coordinator added responsibility for the junior high program, but the state dropped back to 50 percent of her salary. In the third year, the coordinator added responsibility for the senior high program as well, but the state dropped out entirely and the district paid her total salary.

It looked as though Oklahoma had struck a good deal for itself by providing fewer and fewer dollars while the coordinator took on more and more work. But, because the Tulsa Public Schools were only able to replace--not increase--dwindling state money, the program could only be maintained but not not improved. More outside money was needed to finance expansion.

Enter: The Junior League

The career education coordinator wanted to spark new interest in career education--and she has. She went to the Junior League of Tulsa to get its members interested in career education.

> Advice: The Junior League is supposed to take on an educational project each year. Persuade your local chapter to make it career education.

The Junior League of Tulsa researched career education for two years and last year voted to establish a three-year pilot project in the Tulsa Public Schools--to the tune of about $75,000. Of course, the public schools are still doing their share by providing monies for the coordinator's salary, a secretary's salary, and instructional materials. Next year, a new professional position will be added--supported 50 percent by Tulsa and 50 percent by the Junior League. There are big plans ahead, including much inservice training and a citywide career fair set for 1981.

This program is planned as a model for other chapters of the Junior League around the country to replicate. Watch for the results.

Be Sure To Call . . .

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PEARL RIVER SCHOOLS
PEARL RIVER, NEW YORK

Active in career education for the past four years .... suburban community north of New York City . . . about 3,000 students . . . 90 percent go on to a two-year or four-year college upon graduation.

Financing the Program with Little Outside Help

In 1975-76, the Rockland County Board of Cooperative Educational Services (BOCES), the intermediate school district serving Pearl River, was one of seven members of the New York State Consortium for Career Education funded by USOE's Office of Career Education. The BOCES provided inservice training in career education for a core group of Pearl River teachers and administrators, along with those from other districts.

Advice: Take advantage of special projects offered by the intermediate school districts in your state.

Thus, Pearl River was able to take advantage of Federal monies which the BOCES received--and had none of the expense or headaches of applying for or administering the grant.

Pearl River performed so well that year that it was asked to join the Consortium as an individual district member for 1976-77.

But, the district received only $9,000 from the Consortium and only $15,000 the following year from Elementary and Secondary Education Act Title IV-C monies to validate the program. How has career education done so well with so little?

Taking Money from Everybody Else

Pearl River has never placed local school district funds into a separate career education budget--and never wanted to. The district curriculum coordinator, who has been responsible for career education from the beginning, has never wanted a direct allocation for career education from local school district funds. Instead, she infuses it into all the other areas of the budget, taking a little from everybody connected with career education.

For example, Pearl River has a model, highly successful career-infused health services program; students spend part of their time working (for no pay) in a nearby health care center in a program closely tied to their in-class biology coursework. (A recent follow-up study of Pearl River students showed these students to be significantly happier in their jobs than their classmates.) This program is--and always has been--funded out of the science budget.

The high school internship program operating in Pearl River is another impressive part of the total career education effort. It is funded out of the guidance budget. Right where it belongs, according to the curriculum coordinator.

Advice: Don't have a separate career education budget. Let it be part of every other school program budget--then nobody will want to lose it.

Be Sure To Call . . .

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District Curriculum Coordinator
Pearl River Schools
37 Franklin Avenue
Pearl River, New York
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LOS ANGELES UNIFIED SCHOOL DISTRICT
LOS ANGELES, CALIFORNIA

Active in career education for about ten years . . . urban community in southern California . . . about 573,000 students . . . 70 percent go on to a two-year or four-year college upon graduation.

One of the Best

In 1971, Los Angeles was one of six school districts chosen by USOE to be a Model I site--a field site for implementing the school-based model of career education (one of four models developed by USOE). Los Angeles had spent millions of its own dollars on career education prior to its selection by USOE and already had many components of a career education program in place --a work experience program; curriculum units on the world of construction, the world of manufacturing, and others; and economic awareness activities, to name a few. That's why Los Angeles was a good choice.

Over the next three years, about $1.2 million of Federal funds poured into Los Angeles as it participated in Model I activities which centered on career education curriculum development for nationwide dissemination. Local district funds, however, still helped support the district's career education efforts.

Advice: Don't let outside funds amount to more than half of your career education budget, if you want to keep the local financial commitment strong--even if lots of Federal and state dollars can be found.

And from time to time state monies for small special projects--career education for handicapped or minority students, for example--were also contributed. Now Los Angeles teachers are using career education activities as a vehicle both for providing better, more useful education for handicapped students and for infusing sex equity (Title IX) concerns into the total curriculum.

Advice: Use career education to make education more relevant for special populations--handicapped, minorities, women, disadvantaged. Special Federal and state monies are often available for working with these groups--but, most important, career education may improve the quality of their education.

Today, Los Angeles has 100 full-time-equivalent professional staff members who have responsibilities only in career education. Fifty are career advisors in the high schools (they work in addition to the guidance counselors), and the elementary schools will soon be getting career advisors, too. The rest of the staff members are central and area office staff with a variety of responsibilities, such as curriculum development and revision, for example.

Getting the Board on Board

Selling career education to a board of education is a big job, particularly in an enormous urban school district with all the problems a big city setting can cause. But the Los Angeles career education staff did it--over time.

> Advice: Don't expect to buy career education based on one major report--no matter how good the news is. You may want a series of reports or presentations before you are willing to move career education up on your list of priorities.

Invitations were sent to Los Angeles board members individually to attend many different career education events and meetings. A personalized sale of career education was made to each member.

Of course, being designated a Model I site didn't hurt either. Every board member wants to be proud of the district and tends to support those programs which give the district the recognition it deserves.

The Chamber of Commerce has also served the Los Angeles schools well. The superintendent is a member of the Chamber of Commerce--not just a guest at its meetings. The career education staff maintains good contact with its members who can be--and have been--very supportive of career education in informal conversations with board members.

Be Sure To Call . . .

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Los Angeles Unified School District
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Los Angeles, California 90012
(213) 625-6444

CASHMERE SCHOOL DISTRICT
CASHMERE, WASHINGTON

Active in career education for the past eight years . . . rural community . . . about 1080 students . . . 60 percent go on to a two-year or four-year college and 25 percent go to work upon graduation.

Using the Community

Cashmere began career education hand-in-hand with the community, and it has stayed that way. There was no special budget, no outside monies--just a school district which decided to use the resources its community offered, free of charge. It was a good start.

The Federal government thought so, too, and provided about $145,000 the next year through Part C of the Vocational Education Act to help out.

Serving as a State Model

Cashmere launched a massive curriculum revision, including infusion of career education into all subjects. Career education became part of Cashmere's curriculum just like everything else.

Cashmere's teachers received good inservice training, and it paid off. They were encouraged to visit work sites and attend inservice opportunities.

> Advice: Appreciate the importance of inservice training for teachers in career education. It is vital to the development of a good career education program. You must be willing to provide time for teachers to attend inservice sessions--even though it can be expensive.

Even in Cashmere, where career education prospered quickly, it didn't happen overnight, and it can't anywhere else.

> Advice: Start with the teachers who are enthusiastic about career education. Train them, and then give them the recognition and publicity they deserve. The others will follow.

In the several years after initial Federal support, the state gave Cashmere monies to go tell other districts in Washington about career education. The curriculum coordinator in charge of career education and many teachers hit the inservice trail. The district picked up some of the expenses, too. It was nice for everybody; they worked hard and were rewarded well professionally.

Serving as a National Model

The Federal government's interest grew, and USOE's Office of Career Education funded two projects during the next couple of years--one to communicate information about career education to 5,000 other rural schools across the nation, and a second in 1978-79 to train rural educators from all over the country on site in Cashmere. While plenty of Federal dollars went into Cashmere over the years, many of them were given out again in the form of services to other districts.

> Advice: When you have a program you feel is good enough to tell others about, see if you can get the monies to do it. Dissemination, we call it.

Back on the Local Front

The career education staff did not neglect Cashmere, however. Curricula for all subjects were revised, and a second round of curriculum review is now beginning. Now that the new curricula have been tried out, evaluation items are being written to match, starting with language arts and social sciences. The process is beginning all over again.

Each September, Cashmere starts the school year with a community meeting to set school district goals and see that everyone takes some responsibility for working towards them.

> Advice: Get the community to help set goals for your school district each year--and include career education goals among them. Then, everyone will be committed to meeting them.

Be Sure To Call . . .

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Cashmere School District
210 S. Division
Cashmere, Washington 98815
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Linking Career Education and Economic Education

The school coordinators now work both with career and economic education which is a new emphasis in schools today. The two movements are closely linked --indeed economic awareness is a primary component of career education--and they may benefit from getting on each other's bandwagon. Economic education is also of great interest to the local business community and may help generate further support for career education.

> Advice: Hook up career education with another current, popular, complementary movement in education--like economic education. Both may benefit.

Getting the Community To Go To Bat

In 1977, the Broward County Evaluation Committee on Career Education and Economic Education was established to look at evaluation results from the two programs to see that their goals were being accomplished. Two-thirds of the Committee's members are community representatives; only one-third represent the schools.

> Advice: Strong community advisory committee members can serve as an effective support group for career education. They may keep you on your toes--especially when they feel they have been seriously involved in reviewing and evaluating the program.

Be Sure To Call . . .

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BROWARD COUNTY SCHOOLS
FORT LAUDERDALE, FLORIDA

Active in career education since 1972 . . . urban communities near the southern tip of Florida . . . 138,000 students . . . 45 percent go on to a two-year or four-year college and 45 percent go to work upon graduation.

Providing Leadership in the State

In January, 1972, the state gave a team of Broward County educators a small six-month planning grant to start thinking about career education. They visited programs all over the country and drafted a proposal which won them a quarter of a million more state dollars. With the funds, Broward County set up pilot career education programs in six schools that fall semester. And it set a goal: double the number of participating schools each year until all schools had career education. A high standard to set, but it was met.

The next year, when Florida was considering special state funding for career education, the Broward County staff were asked to make a presentation to members of the legislature. They must have done something right. Florida ended up with $10 million for career education over three years, and Broward County got about three-quarters of a million of it (based on its student population). During this time, the staff weresserving as consultants to other Florida districts to help them get their career education programs started.

Florida is still providing some state monies for career education, but at a much lower level.

Picking Up the Tab

As Broward County itself had to start picking up the tab for career education year-by-year, it began to cut down on extra career education program staff, dropping nine of ten original professional staff over the years--a sensible move since outside monies were dwindling.

Advice: Get individual schools to contribute something toward paying the bill.

Broward County set up a communications network in its 141 schools by designating a career education coordinator in each one. Each elementary school paid $300 of that person's salary and each middle or high school paid $500. Most schools picked up the full cost when the outside support ran out.

EUGENE PUBLIC SCHOOLS--DISTRICT 4J
EUGENE, OREGON

Active in career education since 1971 . . . an urban community . . . about 20,000 students . . . 65 percent go on to a two-year or four-year college.

Career Education Competency Testing

Started as a locally-funded prevocational exploratory program for junior high school students in Eugene, career education rapidly became more than that when Oregon mandated a state graduation requirement in career education seven years ago. The requirement: one year of career education. Of course, the state allocated no funds to create programs to meet that requirement.

Eugene responded by developing a K-12 program. A recent survey showed that 70 percent of the objectives were being met at the elementary level.

But Eugene concentrated from the beginning on career education at the secondary level. A one-semester course was established and required for all 9th graders and career education has been infused into regular courses at all secondary grade levels as well.

In addition, gifted and talented students in Eugene have taken advantage of a USOE-funded internship program for which the school district has received $80,000 over a two-year period.

As for the state competency requirement, locally-specified career education competencies are currently being reviewed and tests are being developed to match--some paper-and-pencil tests, some performance tests such as simulated job interviews. Career education in Eugene advances along with competency testing.

> Advice: Watch out for mandated career education competency testing in your state. If you get it, you may have to come up with some money for it, too.

Eugene did.

Be Sure To Call . . .

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UNIFIED SCHOOL DISTRICT #250
PITTSBURG, KANSAS

Active in career education since 1971 . . . small suburban community . . . about 3,200 students . . . 55 percent go on to a four-year college and 25 percent to to work upon graduation.

Financing the Expensive Tasks

Chosen as the school district to work with a local university to develop a career education model program, Pittsburg benefitted from an initial three-year Federal grant, totalling about $170,000 for use in the district. After that, the local district supported career education on its own, with a little help from another one-year Federally-funded project administered by the state. Many of the Federal dollars went to inservice training for teachers and administrators and curriculum revision; they often do.

> Advice: Use large outside grants to accomplish the most expensive tasks, such as inservice training for staff. Then, local district monies will be needed only for maintenance purposes.

Pittsburg now provides continuing inservice training only for teachers new to the district--a relatively low cost the district can afford.

Placing the Administrative Responsibility

From the beginning, career education has been the responsibility of the assistant superintendent; no separate director of career education was hired.

> Advice: Place the administrative responsibility for career education with the highest level administrator possible. Such a person will have to take the responsibility eventually--why not right away?

Since the early days of career education in Pittsburg, a resource teacher has been hired and supported with local district funds to help classroom teachers provide good career-infused instruction. That resource teacher does, however, report to the assistant superintendent who still oversees--and cares about--the effective and successful operation of the program.

Be Sure To Call . . .

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ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
ANNAPOLIS, MARYLAND

Active in career education since 1970 . . . made up of rural, suburban, and urban communities . . . about 76,000 students . . . 50 percent go on to a two-year or four-year college and 45 percent go to work upon graduation.

Planning Right from the Beginning

In 1970, 19 Anne Arundel educators were freed of their regular responsibilities for a full year to serve on a career education task force to develop a local career education plan. The effort was financed entirely with local funds--an extraordinary planning effort for a single district to undertake.

> Advice: Consider launching a full-scale planning effort to get the program started off right--but it won't be cheap.

The following year, Anne Arundel chose a six-person task force to begin to put the plan into practice--again, with its own money.

From 1973 to 1976, Federal funds (Part D of the Vocational Education Act) were used in Anne Arundel--about half a million dollars--but when the three-year funding cycle was over, the district picked up the program once more. And it's still going strong--perhaps because of the good planning done at the start.

The superintendent, who had been committed to career education for a long time, won board of education approval for career education--once its members had proof that it worked.

> Advice: Ask for evidence that career education works. Look at sound external evaluations of other career education programs to see what the results are. Ask about the effects career education has on learning the basic skills--that might be a real plus for your district.

Be Sure To Call . . .

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(301) 224-1707

Anne Arundel (cont'd)

JEFFERSON PARISH SCHOOL SYSTEM
GRETNA, LOUISIANA

Active in career education since 1972 . . . made up of suburban and rural communities next to New Orleans . . . about 70,000 students . . . 60 percent go to work and 35 percent go on to a two-year or four-year college upon graduation.

Adding and Subtracting Career Education Staff

Louisiana spent about $1 million in Jefferson Parish between 1973 and 1976 to establish a career education program. About half of the monies went to inservice training (that's what usually happens with big doses of outside funds), and the other half went to hiring counselors for every grade (K-12) and a career education coordinator for the parish.

The next year, the parish provided local support for the program--$100,000 worth--and doubled that over the following two years. Most of the funds went to pay the counselors who had been added--as many as the district could pay for.

The burden of all those salaries was more than Jefferson Parish could afford. So most of the elementary program was dropped. It was better to support part of the career education program solidly than support all of it sketchily, they figured.

Advice: If you build in extra personnel to run your career education program, be prepared to lose some when outside monies run out . . . and be prepared to lose part of your program with them.

Some of the elementary program has held on, particularly through the career-infused social studies curriculum guides. That's to Jefferson Parish's credit.

Building Community-Based Options for High School Students

The industrial association of 500 firms in the Gretna area has long pushed career and vocational education because the need was there. Many high school graduates stayed nearby upon graduation and were not prepared to get jobs and keep them.

Special attempts at providing relevant instruction for high school students have been made--work-study programs, counseling efforts, and career-infused social studies and math. The students are appreciative, and so is industry.

Advice: Local businesses and industries can be a powerful force in supporting and cooperating in career education programs which they see meeting the career needs of graduating students.

Be Sure To Call . . .

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Jefferson Parish School System
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OREGON SCHOOL DISTRICT
OREGON, WISCONSIN

Active in career education since 1970 . . . a small suburban community near Madison . . . about 2,800 students . . . 50 percent go on to a two-year or four-year college and 40 percent go to work upon graduation.

Staffing Without Staffing

Spurred on by several small Federal grants in the early years, the Oregon School District developed a comprehensive career education program, including resource guides (they're like curriculum guides, only they don't sit on the shelf unused) for all grades in all subjects. The program operates currently with no staff. No career education staff, that is.

> Advice: Don't create positions for career education specialists or staff. That gives teachers the idea that someone else--not them--is there to provide career education for students.

The assistant superintendent took charge of career education (that often works well) and laid the responsibility for it on the already established instructional leaders in each school (in Oregon, they were unit leaders responsible for teams of teachers). The unit leaders made sure that career education was taught--just like everything else.

Share and Share Alike: Partner Schools

For the past several years, the Oregon School District has been one of seven members of the career education consortium in Wisconsin. Each of the seven districts has been working with a partner district to help that district identify its progress in career education

Oregon has helped its partner do an extensive staff needs assessment, conduct inservice workshops for staff, and even go to the board of education to help present the plan for career education in the partner district. So far, 13 partners have been helped by consortium members.

> Advice: Let other experienced, successful local districts help you plan and conduct your career education program. It's relatively cheap--especially when you can find help sponsored by state or Federal governments.

Be Sure To Call . . .

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Assistant Superintendent
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BREMERTON SCHOOL DISTRICT
BREMERTON, WASHINGTON

Active in career education since 1972 . . . a part suburban, part urban community near Seattle . . . about 6,100 students . . . 60 percent go on to a two-year or four-year college upon graduation.

One It Gets In . . .

Although career education started as a three-year Elementary and Secondary Education Act Title III Program (with a quarter of a million dollars in Federal funds), Bremerton added local monies from the beginning.

Advice: Match outside money with some of your own from the first year.

The board of education was in favor of the program initially and found a place for career education in the district budget right away. And Bremerton has taken full advantage of its being there. The local district supports all operational costs of the program, such as career education materials and salaries for teachers and aides.

Advice: Once you put money for career education into your local district budget, you usually keep it there.

As a Separate Discipline

Bremerton views career education as a separate discipline having its own body of knowledge and set of skills--and as too important to be left to infusion by classroom teachers. The program has been validated and adopted by 11 school districts in Washington so far--a nice compliment for Bremerton.

Three one-semester career education classes are offered--one for 7th and 8th graders, one for 9th and 10th graders, and one for 11th and 12th graders. Students may take any one or all three as an elective. The full range of students of all abilities enroll; the classes are highly individualized so all students can be accommodated.

Each class has a shadowing component (students spend a work shift with several different workers during the semester to see what they do), and students learn the process of collecting information about work.

Three-week unpaid summer internships are also offered to 9th and 10th graders for half a credit.

Bremerton's career education program has generated tremendous community employer support. Employers participate in about 1,100 shadowing experiences each year and are well acquainted with career education in the schools. With that kind of investment of employer time, career education is in Bremerton to stay.

Be Sure To Call . . .

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SPOTLIGHT

The following pages contain some of the ideas which helped 18 school districts across the country start and maintain first-rate career education programs supported largely by local district funds. Some are program ideas, some are financing ideas. Both will be useful to districts which are working to improve the quality or quantity of career education they provide for their students.

WHY DON'T YOU CONSIDER . . .

CASHING IN THE COORDINATOR

Recognizing career education as their own responsibility, the principals suggested that they could perform the functions of the career education coordinator and have his salary used to operate a career resource center. In making that move, the district recognized that it would increase principals' responsibility for career education and simultaneously serve students better. . . . RICHMOND SCHOOL DISTRICT TWO, COLUMBIA, SOUTH CAROLINA.

WHAT THE CHAMBER MADE

The local Chamber of Commerce made arrangements for students to visit work sites, saving the school staff an enormous amount of work. Better than money, it bought something money could not buy. . . . ROSEVILLE, MINNESOTA.

REOPENING A CLOSED PROGRAM

When the program closed after two years of Federal funding, the board of education president joined with interested teachers to revitalize it with school district money. The president, who had steered career education along with other committee members during the Federally-funded years, realized what students were missing and moved to bring it back. . . . PALMER, ALASKA.

RESOURCEFUL COMMUNITY USE OF COMMUNITY RESOURCES

For the last two years an action-minded council of 40 people who wanted to work--not just meet--have been turning the community inside out for career education. Three standing committees have done everything but stand still: conducting career seminars for teachers, taking teachers on tours of work sites, surveying community resources and writing, typing, and printing a directory. . . . ELKHART, INDIANA.

LOOKING 1825 DAYS AHEAD

Unwilling to endorse career education until it could see what lay ahead, the district board of education required the local coordinator to submit a detailed five-year plan showing yearly staffing and spending. The board liked the plan--part of it anyway--and approved most of it, guaranteeing some continuing support for career education. . . . SALEM, MASSACHUSETTS.

FREE AND INEXPENSIVE

In addition to earmarking part of the instructional media budget for career education, the district searched for and found a sizable quantity of inexpensive and free materials to use in its low-budget career education program. . . . FITZGERALD, GEORGIA.

BY EMPLOYER DEMAND

When major local employers expressed concern about the work attitudes of local high school graduates, the board of education responded with a career program. In time, the employers' complaints were down and graduates' employment was up. . . . BRISTOL, CONNECTICUT.

NON-PROFESSIONALS PROFESS CAREERS

Secretaries and non-certificated teacher aides conduct career education in junior high schools. The district finds that the plan keeps costs down and that enthusiastic secretaries and aides do a good job. . . . OGDEN, UTAH.

EVALUATING CAREER TEACHING

It's easy when you know every teacher by first name, finds the assistant superintendent for curriculum and instruction, whose enthusiasm for career education causes him to look for evidence of it as he evaluates teachers in his classroom visits. . . . GARRETT COUNTY, MARYLAND.

SUNSHINE INSERVICE

Thinking that teacher training for career education was too important to try before sunrise or after sundown, the district took time out of the school day for inservice sessions. This guaranteed that all teachers could attend and made it easier for them. . . . HUMBOLDT, IOWA.

FEDERAL HELP WITHOUT FEDERAL DOLLARS

Although the school district refuses all Federal funds, it drew on the Educational Service Agency in Texas' Region 10 (and on the Texas Partners' Project when it was alive) for help. One kind of help was in setting career objectives for students in grades K-12; another kind of help was in getting tests to measure them. . . . RICHARDSON, TEXAS.

BUILD A BETTER MOUSETRAP

The district thought its program good enough to spread to five other states--and USOE's Office of Career Education agreed to purchase $100,000 worth of it for districts elsewhere. The local staff used the money to teach others --and to learn more as well. . . . ROSEVILLE, MINNESOTA.

RADAR SWEEPS FOR CAREER EDUCATION

Scanning the county every nine weeks for evidence of career teaching, the local coordinator asked teachers to say what they had done in career education during the preceding nine-week grading period. The screen showed that 75-80 percent infused career concepts into their teaching regularly, especially in the elementary and middle schools. When the coordinator dropped the requests, many teachers kept sending in the forms voluntarily during the succeeding years. . . . CLAY COUNTY, FLORIDA.

BEG, BORROW, AND STEAL

Using imagination and inquisitive spirit rather than cash, the district finds whatever it can elsewhere and transplants copies to the local schools--demonstrating how much can be done with a low budget. . . . MISSOULA, MONTANA.

MAINSTREAMING CAREER EDUCATION

Starting with career education for about 75 handicapped and disadvantaged students, the district increased the proportion who succeeded in graduating from high school. But broadening the program to include about 4,000 of the 5,500 students in the district proved difficult at first because of its initial identification. . . . SALEM, MASSACHUSETTS.

GOING HOLLYWOOD

High school students and a teacher, using a few district dollars and a lot of the teacher's dollars, made a film about job hunting--by kids for kids. It was good enough to be purchased and distributed by the state education department. . . . ALAMOGORDO, NEW MEXICO.

FROM PENASCO TO POJOAQUE

Having no outside funds of its own, Pojoaque went to nearby Penasco for ideas which Penasco had developed under a Federal grant. Pojoaque also took advantage of help from state education department officials in nearby Santa Fe. . . . POJOAQUE, NEW MEXICO.

SPREADING THE WEALTH

Giving each school building some money of its own to spend on career education increases interest considerably, one district finds. The schools spend the money primarily for teaching materials. . . . SHEBOYGAN, WISCONSIN.

DOUBLE-BARRELED TEACHING

In a cross-aged teaching arrangement with a double-barreled effect, high school vocational students demonstrate various occupations for elementary students. The young students end up thinking more about careers and the older students wind up thinking more of themselves. . . . ELKHART, INDIANA.

REPLACING FEDERAL CAREER MONEY	Tapering away from $260,000 in Federal money over a two-year period, the district used guidance funds to broaden the career education program, training counselors to continue career education when Federal funds dried up . . . . SAND SPRINGS, OKLAHOMA.
INFILTRATING CURRICULUM COMMITTEES	When curriculum decisions are being made and teaching time is being parceled out, the career education coordinator is always there. By getting himself appointed to every one of the subject area curriculum committees in grades K-12, the coordinator can advocate the inclusion of career concepts in every subject. He finds that this is the best time to do it, when the curriculum is fluid rather than frozen. . . . PALMER, ALASKA.
EBCE FOR THE HANDICAPPED	A nearby community college worked with the district to develop a model Experience-Based Career Education program for handicapped students, thus spreading a special version of career education to an important special population. . . . HUMBOLDT, IOWA.
CAREER ROOTS	Concerned because graduates were leaving local job openings unfilled to find work elsewhere, the board of education instituted a career education program to get high school students to look at local careers and consider sinking their roots where they grew up. . . . FITZGERALD, GEORGIA.
CHEAPER BY THE DOZEN	Rather than appointing a single career education specialist, the district paid many regular staff members extra to act as career education leaders. They wrote curriculum materials, pilot tested them, and made revisions--materials outlasted the outside money and the district never missed the career education coordinator it never had. . . . ROSEVILLE, MINNESOTA.

POLICY PLATFORM	Starting with a career education policy statement for the board of education to consider and adopt, the superintendent gave the board alternative ways to carry out the policy--an approach suggested in former Commissioner Marland's handbook on career education. . . . RICHMOND, VIRGINIA.
COST/BENEFIT ANALYSIS	Recognizing that its three-year $500,000 Federal grant was coming to an end, the district board of education asked the administrative staff to make a detailed cost analysis of the career education program. The board selected the least expensive, most productive segments to continue with district monies. . . . BRISTOL, CONNECTICUT.

(Please check your name and address listed in the following pages for accuracy.)

BE SURE TO CALL . . .

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APPENDIX

APPENDIX

CHARACTERISTICS OF SCHOOL DISTRICTS
PARTICIPATING IN THE SURVEY

Districts were asked to supply demographic descriptors so that we would know what kinds of communities were conducting the career education programs and so that we could compare the school districts in the survey with those nationwide to see whether the survey adequately represented the nation.

The following tables contain the demographic descriptors. Where comparable national figures were available, the text following each table comments on the comparability of the sample to the nation.

CHARACTERISTICS OF COMMUNITIES

Characteristic	Percent of districts
Rural	47
Suburban	47
Urban	36

Almost half the districts serve rural areas; almost half serve suburban areas; less than half serve urban areas. Many school districts could not be strictly classified according to type because they serve more than one kind of community. Thus, the percent figures in the table exceed 100 percent.

It appears that the survey sample is biased somewhat toward rural and suburban districts and that urban districts are not so well represented. But, as shown in a later table, the distribution of districts is actually biased in the opposite direction. That is urban school districts are considerably more numerous in the sample than they are in the nation. (See table below dealing with district enrollment.)

GRADES IN DISTRICTS

Grades	Percent of districts
K-6	1
7-12	20
K-12	75
Other	4

While 75 percent of the survey participants are in school districts enrolling students in grades K-12, a noticeable 20 percent are in districts serving only grades 7-12. This indicates that the survey results are somewhat more representative of high schools than they are of elementary schools.

DISTRICT ENROLLMENT

Number of students enrolled	Percent of districts
3,000 or fewer	24
3,001 - 6,000	20
6,001 - 9,000	10
9,001 -15,000	15
15,001 -25,000	11
25,001 -50,000	10
50,001 or more	10

MEDIAN: 8,200 students. enrolled

The districts represent the full range in size, with many having 3,000 or fewer students and many having more than 25,000 students. In that respect, the data on program financing shows what is happening in districts of all sizes.

But when the survey districts are compared to all districts nationwide, it is immediately apparent that they are far more representative of large districts. Nationwide, for example, only 1 percent of all districts have 25,000 or more students as compared to 27 percent of the survey participants. And at the opposite extreme, while 28 percent of districts nationwide have fewer than 300 students, only 1 percent of the survey participants are that small. Putting the same thing differently, only 11 percent of all school districts have 5,000 students or more as compared to 63 percent of the survey participants.

The surplus of large districts and the shortage of small ones can be explained through a combination of factors: 1) Federal and state career education funding has favored large districts rather than small ones; 2) the smallest school districts rarely received grants for career education but were served instead through grants to intermediate school districts, which were specifically excluded from the survey; and 3) the survey questionnaire may have been answered more readily in larger districts with staff members specializing in career education.

The strong survey bias toward larger districts is highly desirable from at least one viewpoint: most students go to school in such districts. For example, 63 percent of all students nationwide are enrolled in districts with 5,000 or more students; 63 percent of the survey districts enroll 5,000 or more students. At one extreme, 22 percent of all students are in districts enrolling 25,000 or more; 27 percent of the survey districts enroll that number. At the other extreme, just over 1 percent of the students are enrolled in districts with fewer than 300 students; 1 percent of the survey districts enroll that few.

Thus, the survey bias is necessary to reflect the career education programs actually experienced by most students nationwide.

PARENTS' OCCUPATIONS

Type of work	Average percent	Principal range (percent)
Blue collar	47	30-59
White collar	31	16-39
Welfare/itinerant/not regularly employed	12	4-16
Farming	10	2-15

There are almost twice as many blue collar workers and farmers as white collar workers in the survey districts, according to figures supplied by the respondents. Counting those not regularly employed, white collar workers constitute only about 30 percent of all workers in the survey districts.

The picture nationwide is different. If we estimate those not regularly employed as constituting about 15 percent of the population of working age, then white collar workers nationwide are 43 percent of the population as compared to 31 percent of the survey sample, blue collar workers are 39 percent compared to 47 percent of the survey sample, and farmers are 3 percent compared to 3 percent of the survey sample.

In short, the survey sample is short on white collar workers and long on blue collar workers. This reflects both the Federal and state funding patterns for career education as well as the fact that larger districts answered the survey questionnaire.

STUDENT CHARACTERISTICS

Group	Average percent	Principal range (percent)
White	79	71-97
Black	13	2-21
Hispanic	4	1-5
Other	3	1-4

The characteristics of students in the survey sample are virtually identical to those of students nationwide. National statistics show that roughly 22 percent of all students come from minority groups; roughly 20 percent of all students come from minority groups in the survey sample. Moreover, each minority group is represented in the survey sample in approximate proportion to its presence nationwide.

Thus the programs described in this survey are those being experienced by majority and minority students nationwide.

WHERE THE GRADUATES GO

Destination after graduation	Average percent	Principal range (percent)
Four-year college or university	35	23-42
Two-year community or junior college or vocational/ trade school	19	12-24
Work	33	20-41
Homemaking full time	5	2-7
Military service	4	1-5
Other	4	1-6

There is a close paralell between high school graduates nationwide and those in the survey districts. Nationwide, about 30 percent enter four-year colleges compared to 35 percent in the survey districts, about 15 percent enter two-year colleges compared to 19 percent in the survey districts, and about 56 percent do not enter school compared to 56 percent in the survey districts.

Thus, graduates in the survey districts look almost exactly like those across the country.

Inasmuch as the survey respondents undoubtedly had more accurate data on the characteristics of their students and their graduates than they had on the occupations of the parents of those students, the data from the last two tables should override the data on parents' occupations shown in the previous table, and we should conclude that the students in the survey sample look almost exactly like those nationwide and that the career education programs described in this report are programs which have been worked out for a quite representative group of elementary and secondary school students.

EXHIBIT E

NATIONAL SCHOOL BOARDS ASSOCIATION
1055 Thomas Jefferson Street, N.W., Suite 600, Washington, D.C. 20007/ (202) 337-7666

March 29, 1979

To: State Association Executive Directors

Subject: NSBA Career Education Seminars

We are pleased indeed to announce four seminars NSBA will sponsor this summer on how school boards can finance career education programs. Program information follows below, as well as an invitation for you to select four persons from your state to attend the seminars and participate in follow-up activities.

About the seminars. Federal funding for career education will soon disappear, and local school boards that want to start up or continue career education will have to rely on local resources. The seminars will present successful experiences some local boards already have had supporting career education on their own, often in collaboration with the business community. They also will train participants as consultants, who will in turn be asked in the year following the seminars to help districts in your state learn how to finance career education through local sources. Although the financing of career education is the specific topic of the seminars, we believe the solid, practical advice on community collaboration to fund one kind of instruction will be an invaluable lesson in how to enlist community resources to support all kinds of school services.

The program. Each two-day seminar (the same program will be offered in four locations -- see below) will offer this core curriculum:

- Successful approaches to local financing of career education
- Specific "how-to's" on school/community collaboration
- The importance of board support of career education through strong policy statements
- Key lessons in how to be a consultant

Dr. Ken Hoyt, Director, U.S.O.E., Office of Career Education, will be the concluding speaker at each seminar.

Participants will leave the seminar with a wealth of information to help them serve as consultants to local boards in your state during the year following the seminar: a monograph on successful financing practices; a copy of NSBA's new policy handbook on career education; a guide on how to be an effective consultant; and access to a new NSBA filmstrip on the design and implementation of career education.

continued . . .

The follow-up activities. After the seminars, participants should be available to work with local districts as consultants. Announcing the availability of, and coordinating requests for, this service are activities NSBA will ask each participating state association to conduct.

Who should come? You are invited to select three local school board members from your state, as well as plan to attend the seminars yourself or send the person from your staff who will coordinate follow-up activities of the three board members. Board member participants might have these qualifications:

- Represent districts with career education programs
- Be available for both the seminar and the follow-up activities

When -- and where -- are the seminars? The same program will be offered at four locations during June and July. We would encourage you to register participants for the seminar closest to them. An enclosure, titled "Regional Seminars - Sites and Dates," gives details to help you make this determination.

How to register. Enclosed are four registration forms for each of the four seminar locations. Again, we encourage you to use the four forms for the seminar nearest you; however, four forms for each of the other three seminars are enclosed, should the dates and places of those seminars be more convenient for participants. Registration deadlines for each location are noted on the registration forms; a prompt return of your forms will allow us time to send participants advance copies of seminar materials.

A word about seminar costs. There is no program fee for the seminars, which NSBA has developed under a federal grant. Each participant, however, will be asked to pay a minimal registration charge of $40 to cover the cost of meals and coffee breaks. Each participant also will be responsible for his or her own travel and lodging costs. Follow-up activities: While NSBA's original grant proposal for the seminars included a request for funding of follow-up activities, those figures were cut from the project when it finally was funded. This means, unfortunately, that consulting activities of seminar participants and coordination of those activities by state associations are not funded by the grant. We hope that this modification will not deter you from participating in seminars which we've designed to carry out an important resolution adopted by NSBA's Delegate Assembly "to involve community resources to provide career exploration for students." We do understand that some money for consulting activities may be available through state education department career education coordinators.

If you have any questions about the seminars, please contact Stephen Kreimer, NSBA's career education project director.

Very truly yours,

Thomas A. Shannon
Executive Director

TAS:kr

REGIONAL SEMINARS - SITES AND DATES

REGION I - June 22-23, 1979 DANVERS, MASSACHUSETTS

CONNECTICUT
DELAWARE
MAINE
MARYLAND
MASSACHUSETTS
MICHIGAN
NEW HAMPSHIRE
NEW JERSEY
NEW YORK
OHIO
PENNSYLVANIA
RHODE ISLAND
VERMONT

REGION II - June 29-30, 1979 NASHVILLE, TENNESSEE

ALABAMA
ARKANSAS
DISTRICT OF COLUMBIA
FLORIDA
GEORGIA
KENTUCKY
LOUISIANA
MISSISSIPPI
NORTH CAROLINA
SOUTH CAROLINA
TENNESSEE
VIRGIN ISLANDS
VIRGINIA
WEST VIRGINIA

REGION III - July 13-14, 1979 SNOWMASS, COLORADO

COLORADO
ILLINOIS
INDIANA
IOWA
KANSAS
MINNESOTA
MISSOURI
NEBRASKA
NORTH DAKOTA
OKLAHOMA
SOUTH DAKOTA
TEXAS
WISCONSIN

REGION IV - July 20-21, 1979 SAN FRANCISCO, CALIFORNIA

ALASKA
ARIZONA
CALIFORNIA
HAWAII
IDAHO
MONTANA
NEVADA
NEW MEXICO
OREGON
UTAH
WASHINGTON
WYOMING

EXHIBIT D

FINANCING CAREER EDUCATION

This is a study of the financing of career education in local school districts or other administrative units such as education service agencies or intermediate units which operate direct instructional programs for elementary and/or secondary school students. We believe your district falls into this category, and thus we are interested in your income sources and spending patterns for providing career education for your students.

The study excludes projects conducted by state, intermediate, or local agencies, by colleges or universities, by profit-making or nonprofit organizations, by professional associations, and by all other organizations which do not serve students directly. Examples of projects being excluded are:

- Inservice training of local faculty in member school districts conducted by an intermediate education service agency.
- Development of films by a professional association.
- Writing of a handbook on exemplary local programs by a university professor.
- Evaluation of seven sex equity programs in a state by a third-party evaluation firm.

The purpose of the study is simply to find how local school districts are financing the initial development and/or the continuing operation of career education as an ongoing part of regular school operations.

The study includes local school districts which have had outside help in the initial development of career education programs (through grants, contracts, or free or subsidized services) and those which have had no outside help.

The assumptions are:

1. that there are always special start-up costs in career education,
2. that these start-up costs may be paid by outside agencies or by the school district itself,
3. that there are continuing operation costs which may be paid by outside agencies temporarily but must be paid by the school district ultimately,
4. that since career education is designed to be fully infused and completely integrated into the regular school program,

5. it follows that these continuing operation costs will become absorbed into and indistinguishable from the regular ongoing expenses of the school district, except in the unlikely event that the school district has a "program budget" which separates the continuing operation costs of career education.

This may have already happened in your district. Indeed, the Career Education Incentive Act is based squarely on these assumptions, with its 5-year schedule of rising and falling Federal financial assistance to local school districts.

You will have a chance to tell us what stage of development your career education program is in and whether you have a separate budget for it. With those guidelines, we will be able to interpret your responses fairly.

WANTED: ROUGH ESTIMATES ONLY!

We know it is difficult to isolate the true costs of career education, especially in a fully infused, completely integrated program. So we are asking for rough estimates only. That will take you much less time to answer and will be as accurate as we need to be.

Although this is a finance study, it is not an accounting study. Thus all questions are asked in percents rather than in actual dollars. And to make it easier, you can round figures off to the nearest 10%.

CURRENT STATUS OF PROGRAM

Which statements best describe the current situation in your school district?

- ☐ We are just introducing a career education program.
  - ☐ We have an identifiable budget for these activities.
  - ☐ We do not have an identifiable budget for these activities.
  - ☐ We have an identifiable budget for parts of these activities but not for all of them.
- ☐ We are now expanding and/or improving our career education program.
  - ☐ We have an identifiable budget for these activities.
  - ☐ We do not have an identifiable budget for these activities.
  - ☐ We have an identifiable budget for parts of these activities but not for all of them.
- ☐ We have a continuing career education program now in operation.
  - ☐ We have an identifiable budget for these activities.
  - ☐ We do not have an identifiable budget for these activities.
  - ☐ We have an identifiable budget for parts of these activities but not for all of them.

INCOME

BY SOURCE

APPROXIMATELY what percent of the school district 1978-79 INCOME for career education comes from each of these sources?

1978-79

INCOME for Career Education		Percent from each source
LOCAL GOVERNMENT		
STATE GOVERNMENT	Special project funds	
	Regular funds	
FEDERAL GOVERNMENT		
PHILANTHROPIC FOUNDATIONS		
CORPORATIONS		
OTHER		
	TOTAL	100%

SPENDING

BY ACTIVITY

APPROXIMATELY what percent of the school district 1978-79 SPENDING for career education is spent for each of these ACTIVITIES?

1978-79

SPENDING for Career Education	Percent for each item
ADMINISTRATION (managing personnel, finance, equipment and materials, etc.)	
CURRICULUM DEVELOPMENT (selecting or developing objectives, activities, materials, etc.)	
STAFF DEVELOPMENT (planning and conducting courses, workshops, conferences, etc.)	
INSTRUCTION (teaching students in classrooms or community settings)	
GUIDANCE (informing, counseling, and placing students)	
COMMUNITY RELATIONS (publicizing the program and arranging for collaboration)	
EVALUATION (judging program operations and student learning)	
OTHER	
TOTAL	100%

SPENDING

BY ITEM

APPROXIMATELY what percent of the school district 1978-79 SPENDING for career education is spent for each of these ITEMS?

1978-79

SPENDING for Career Education	Percent for each item
PROFESSIONAL PERSONNEL	
NONPROFESSIONAL PERSONNEL	
CONFERENCES AND TRAVEL	
EQUIPMENT AND MATERIALS (office and instructional combined)	
COMMUNICATIONS AND DUPLICATION	
CONTRACTS AND CONSULTANTS	
OTHER	
TOTAL	100%

APPROXIMATELY what percent of the 1978-79 school district SPENDING for all education is spent for career education? ____%

APPROXIMATELY what is the total number of actual dollars to be spent for career education in your school district in 1978-79?

$__________total expenditure

$__________per pupil expenditure

DISTRICT BACKGROUND INFORMATION

1. What types of communities make up your school district?

___ Rural
___ Small town
___ Suburban
___ Urban

2. Approximately how many students are enrolled in schools in your district?

___ Less than 300
___ 300-599
___ 600-1,199
___ 1,200-1,799
___ 1,800-2,999
___ 3,000-5,999
___ 6,000-11,999
___ 12,000-24,999
___ 25,000 or more

3. Approximately what percentage of the students in your district represent the following groups:

___% American Indian
___% Black
___% Mexican American
___% Oriental
___% Puerto Rican
___% Spanish Surname
___% White
___% Other (please specify)__________

4. Approximately what percentage of the students in your district are children of:

___% White collar workers
___% Blue collar workers
___% Farmers
___% Welfare/itinerant/not regularly employed

BECAUSE WE MAY NEED TO GET IN TOUCH WITH YOU TO ASK FOLLOW-UP QUESTIONS ABOUT YOUR DISTRICT'S CAREER EDUCATION PROGRAM, PLEASE FILL IN THE FOLLOWING INFORMATION:

Name: ________________

Position: ________________

School name: ________________

School address: ________________

School telephone: ________________

School district name: ________________

School district location: ________________
(city and state)

Home address: ________________

Home telephone: ________________

EXHIBIT F

STRATEGIES FOR
INCORPORATING PROGRAMMATIC EFFORTS
INTO A DISTRICT

USING CAREER EDUCATION AS THE PROGRAM EXAMPLE

National School Boards Association
1055 Thomas Jefferson St., NW
Washington, DC 20007

NSBA
...SERVING AMERICAN EDUCATION
THROUGH SCHOOL BOARD LEADERSHIP

STRATEGIES FOR
INCORPORATING PROGRAMMATIC EFFORTS
INTO A DISTRICT
USING CAREER EDUCATION AS THE PROGRAM EXAMPLE

Prepared by

Carolyn D. Raymond, Ph.D.
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2032 East Riviera Drive
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1979

NSBA

...serving American education through school board leadership

The manual was developed under Grant No. G007702981 from the Office of Education, U.S. Department of Health, Education and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Section 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education and Welfare, must be operated in compliance with these laws.

Margaret S. Buvinger, President
Thomas A. Shannon, Executive Director
James Betchkal, Associate Executive Director, Office of Program Services
Lee VanBremen, Assistant Executive Director, Special Services Section
T. Susan Hill, Director, School District Management Services
Stephen H. Kreimer, Project Director, Career Education Project
Carolyn D. Raymond, Project Developer, Palo Verde Associates

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Washington, DC 20007

1979

FORWARD

This reference manual was designed to assist board members and administrative district staff in conceptualizing ways that a new programmatic effort could easily be incorporated into a total district program at minimal costs to the district.

This work was undertaken as part of NSBA's Career Education Project. As a result, the particular program used to illustrate a no-cost or low-cost incorporation was career education. However, most strategies suggested in this reference manual could be used with any programmatic effort.

Several school districts that have a reputation for outstanding career education programs were asked to contribute their relevant "incorporation" strategies to this collection. A majority of the sample strategy exhibits were adapted from the Center for Career Development, Mesa Public Schools, Mesa, Arizona. NSBA is appreciative of this system's willingness to use their materials as examples of how a district goes about formulates plans for incorporating a program into the system.

This manual has been set up in a notebook style so that additional strategies can be added as a district formulates their plans for incorporating a program into the system.

In addition, a unique feature of this manual is a separate, transportable training module which can be used in a training situation to help individuals enter this reference manual. Or it can be used to get board members and district personnel thinking about strategies to incorporate programmatic efforts.

The National School Boards Association, through its Career Education Project, is pleased to be able to make this reference manual available. We were aware of the limitations that exist in the development of a manual of this kind when we began the task; however, we recognized the need for such a document. We recognize that it is only a starter list of ideas and hope that it will prove to be a useful resource tool.

NOTE

This reference manual is not a primer on career education. It is an idea book on ways to incorporate any new programmatic efforts into a district. The manual uses career education as the program examplar. For those not familiar with career education, it is not a tightly defined subject area as such but a concept to be infused into all of the school's curriculum. Dr. Ken Hoyt, Director USOE, Office of Career Education, has stated:

> *We are concerned in career education with trying to bring about proper emphasis to one of education's goals, namely, education as preparation for work. And we are trying to do this without in any way demeaning or detracting or taking away from any other goal of education that ever existed.*

Career education is, therefore, not taught at a given time. But when properly executed is daily woven into all of schooling. A unique feature of career education is that when properly delivered in a system, it usually costs little in staff time and costs.

Career education focus is on relevancy of current school learnings to work, career awareness and exploration, decision making, work value, work habits, interpersonal relations, and those attitudes, knowledge skills for a purposeful life pattern through work undertaken and engaged in by the individual. It is not to be confused with vocational education which has as its major focus that of assisting individuals in the development of entry level skills and knowledges to get into the marketplace.

For a detailed description of the definition and purposes of career education, refer to A Primer For Career Education, by Dr. Kenneth B. Hoyt, Director, USOE Office of Career Education, Washington, D.C., 1977.

MEET C.E.I.

Throughout the document, a character called "C.E.I." is used. "C.E.I." stands for Career Education Incorporator. It is felt that all individuals when thinking about starting up a new program should think like a "C.E.I." What are the long-range consequences of all actions taken with respect to the programmatic efforts? How do the decisions made effect not only the program under consideration but also other district program efforts? Are there funds available for maintaining the program five years from now? The "C.E.I." character is to alert you to these thoughts as you think about future programmatic endeavors.

TABLE OF CONTENTS

Page

WHY THIS IDEA BOOK?. 1
WHAT IS MEANT BY INCORPORATING?. 1
WHAT ABOUT THE COSTS OF INCORPORATING? 1
WHEN ARE THE STRATEGIES USEFUL?. 2
WHAT IS THE PURPOSE OF THIS IDEA BOOK? 3
WHAT IS THE KEY APPROACH TO INCORPORATING? 3
HOW DOES CAREER EDUCATION FIT INTO THESE STRATEGIES? 4
HOW SHOULD THE SAMPLE COLLECTION OF IDEAS BE USED? 5
HOW IS THIS DOCUMENT SET UP? 7

STRATEGIES

BOARD POLICY 10
NEEDS ASSESSMENT 17
QUESTIONS BEFORE ADOPTION. 23
ACCOUNTABILITY 33
CURRICULUM INFUSION. 63
MINIMAL GRADE LEVEL OUTCOMES AND INVOLVEMENT 78
TASK ASSIGNMENT. 101

Page

PROGRAM COORDINATOR 115

ONGOING STAFF DEVELOPMENT ENDEAVORS 122

OTHER AGENCIES TRAIN. 132

ADMINISTRATOR TRAINING. 149

VARIETY OF TEACHER TRAINING 155

INTERVIEWING NEW STAFF. 174

TEACHER EVALUATION. 186

STUDENT ACTIVITIES. 195

ELECTIVE COURSES. 207

FIELD TRIPS 219

COUNCILS AND VOLUNTEERS 237

RECOGNITION 265

STRATEGIES FOR
INCORPORATING PROGRAMMATIC EFFORTS
INTO A DISTRICT

Using Career Education as the Program Example

WHY THIS IDEA BOOK?

This document provides sample strategies to demonstrate how an organization can systematically attempt to move a programmatic effort from a project status to a full-fledged district program totally integrated into the system. The document was developed as an idea book for board members, administrators, and others engaged in implementing new programs into a district.

WHAT IS MEANT BY INCORPORATING?

The term "incorporating" is used to describe a program which has become an integral part of an organization full funded by that organization without the assistance of outside funds and which is operating at the desired level of effectiveness and efficiency.

WHAT ABOUT THE COSTS OF INCORPORATING?

his document attempts to provide examples of how one can incorporate a program at *minimal cost to the district.* It is recognized that because of the financial squeeze on district budgets, it is extremely difficult to bring about any new programmatic changes with a lot of money. However, through a properly thought out plan of action, it is possible to bring about these changes at a minimal cost. In fact, there is within the existing organization opportunities to bring about most programmatic changes without any money. This will be a major focus of this document.

WHEN ARE THE STRATEGIES USEFUL?

Whether you are planning to become involved in a new programmatic effort or already involved in either initiating or moving into a maintenance stage of program operation, there are several things that can be done to have a program at maximum efficiency yet at the lowest possible cost. To do this, however, board members, administrators, and other educational personnel must examine new programs carefully with respect to goals established and money allocated. Some goals and some ways money is allocated can actually hinder the possibility of incorporating a program. This is especially true when using outside sources of funding as seed money to get an effort started. For example, any time staff are added using outside funding sources and these individuals are the staff *delivering* the program, past experience has indicated that it is highly likely that the program will *not* continue after outside funding ceases.

WHAT IS THE PURPOSE OF THIS IDEA BOOK?

This document's purpose, therefore, is to provide board members and district personnel with strategies one can use to move a new programmatic effort, or any innovative consideration, into an integral part of the system. It is recognized that board members mainly function in policy situations. However, frequently board members are called upon to examine new programs with respect to their consequential effect over district direction and operations. Most of these considerations concern either goals of education or budgetary matters. As a result, this document will emphasize these concerns. On the other hand, since board members will hopefully share this document with their administrators and other district personnel, several ideas, which may not be "board strategies," for installing a program will be included.

WHAT IS THE KEY APPROACH TO INCORPORATING?

The *key* to moving an innovation into a permanent fixture within an organization is based on a straightforward approach. One need only look within the existing structure of the organization to find on-going functions and incorporate the new programmatic efforts into the appropriate functions. And correspondingly, to add to the job description a statement regarding the new endeavor for those individuals who have a role in that function. Using this approach as the foundation, this document provides a starting set of strategies as an impetus to district planning.

HOW DOES CAREER EDUCATION FIT INTO THESE STRATEGIES?

The strategies shared in this document use career education as the vehicle to show how programmatic efforts may be incorporated into a district. In each exhibit, the career education integration into function/role will be highlighted within a box just as this paragraph has been boxed in. The strategies should be useful for any programmatic effort, however.

HOW SHOULD THE SAMPLE COLLECTION OF IDEAS BE USED?

Several school districts that have a reputation for oustanding career education programs which have been or are in the process of becoming an integral part of an organization were asked to contribute examples of their incorporating strategies. The sample collection of strategies cover several roles within an organization and numerous functions. The samples in this collection are disseminated for demonstration and information only. They are meant to encourage school boards and administrators to start thinking about their own strategies for institutionalizing any programmatic effort which they have decided should be given priority within their organization. The strategies and exhibits are not to be in any way prescriptive. Each board of education and administration should respond to the unique needs of the district. There are a total of 20 strategies with 28 board exhibits and 43 samples of operational material. The exhibits and samples are for the most part "convertible" for use by many local school districts, or contain helpful ideas or language for the development of original approaches that suit an individual district's needs and situation. They can save your board and staff many hours of time and may give you ideas for strategies you might want to incorporate into your plans. This collection of strategies are meant to be a starting point in your planning toward implementation.

In this collection of strategies, the primary focus is on strategies which incorporate career education. It must be remembered that the board and the school district staff are involved in many kinds of instructional programs that have many different purposes and goals -- not just career education. It must therefore be remembered in adapting these strategies for local use that a strategy dealing with, for example teacher selection, must deal with all types of subject matter knowledges, not just career education. However, due to space limitations, excerpts in career education may be all that is shown. It is expected that you would add other components.

HOW IS THIS DOCUMENT SET UP?

There is no specific order to strategies identified in this document. The first strategy is that of the examination of your board policies to determine where in your policies career education can be integrated. After that, each strategy is described including the implication from a finance study followed by an informational statement. Follow this if available will be board exhibits and samples of the strategy demonstrated in operational material.

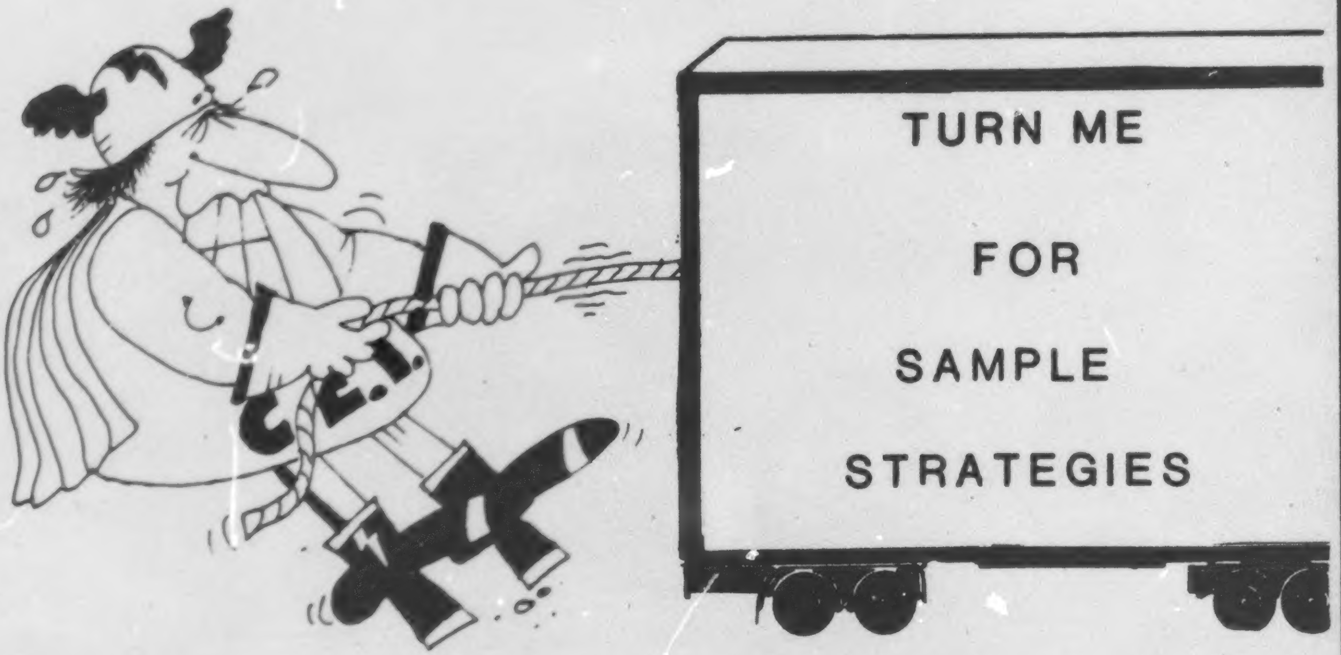
Two documents previously prepared for NSBA have been incorporated into this document. The first is an extensive collection of 60 sample school board policies, administrative regulations, exhibits, and briefing papers which incorporate career education. This work is titled Career Education: Support in Policy, 1979, by NSBA. Material used in this document from the the above work will hereafter be referred to as "Policy Exhibits." Where appropriate, Policy Exhibits will be shown along with the strategies.

C.E.I.
A Strong Approach

The second work is titled Getting and Spending: A Study of Financing Career Education. This work, prepared for NSBA by Policy Studies in Education (Henry M. Brickell, Regina H. Paul, 680 Fifth Avenue, New York NY 10019, 1979), is a study on how local school districts finance career education for their students. From this work, certain implications are quoted regarding the financing of career education. Where appropriate, the implications will be sited so that the strategies in this document correspond to the previous work conducted by NSBA.

The color format will be as follows:

- Yellow paper -- Brief description of the institutionalizing strategy and corresponding implications from the Policy Studies finance study
- Green paper -- Corresponding board policy statements
- White paper -- Exhibit of strategy in operational material



A QUICK LOOK AT THE
STRATEGIES

The collection of strategies follows directly. In order to facilitate your use of the strategies, they are listed below along with page numbers. Each new strategy is preceeded by the CEI character.

Page

BOARD POLICY. 10
    Incorporate Career Education Statements Into Board Policy
NEEDS ASSESSMENT. 17
    Include Career Education Goal Statements Into A Community Curriculum Goals Needs Assessment Survey
QUESTIONS BEFORE ADOPTION 23
    When Considering The Adoption Of A New Programmatic Effort Into The System, Attempt To Identify Long-Range Consequences Of Adopting That Program In Terms Of Priority And Funding
ACCOUNTABILITY. 33
    As Part Of The Ongoing Accountability Program Of The District, Include Career Education Objectives By Grade Level And Make Part Of The Districtwide Testing Program
CURRICULUM INFUSION 63
    Infuse Career Education Outcomes Into Regular Curriculum Outcomes and Total District Curriculum Efforts
MINIMAL GRADE LEVEL OUTCOMES AND INVOLVEMENT. 78
    Develop A Minimal Set Of Student Experiences That Are To Be Incorporated In The Regular Classroom Activities At Each Grade Level, and
    Involve The Individuals Responsible For Delivery Of The Program In The Planning Activities
TASK ASSIGNMENT 101
    Identify Necessary Role Functions To Deliver Career Education Endeavors And Assign Functions To Existing Staff As Part Of Their Job Description
PROGRAM COORDINATOR 115
    Have Several Districts Hire One Individual To Assist In The Implementation Of Career Education, and
    Develop A Job Description Of The Person Brought In To Assist In The Implementation Of Career Education Which Does Not Have The Individual Responsible For Actual Delivery But Using Existing Personnel
ONGOING STAFF DEVELOPMENT ENDEAVORS 122
    Have All Staff Development Activities Ongoing In The District Weave In Career Development Concepts

(continued)

Page

OTHER AGENCIES TRAIN. 132
Use Other Agencies To Sponsor And Deliver Career Education Training

ADMINISTRATOR TRAINING. 149
Traing Administrators And Other Leaders First With A Commitment To Their Training Others In The Organization, and
Incorporate Training For Administrators Into Professional Growth Travel Policy And Other Ongoing Training Opportunities

VARIETY OF TEACHER TRAINING .155
Focus On A Variety Of Staff Development Activities For Teachers As The Key To Implementing Career Education

INTERVIEWING NEW STAFF. 174
Include Career Education Technique/Content Questions In The Screening Interview For New Educator Candidates

TEACHER EVALUATION. 186
Include Career Education Delivery Competencies In The Teacher Evaluation And Professional Growth Process

STUDENT ACTIVITIES. 195
Promote Career Development Activiites In Student Activities And Informational Materials Already In Existance

ELECTIVE COURSES. 207
Develop Some Elective High School Courses That Have Heavy Career Education Emphasis

FIELD TRIPS 219
Insist That All Instructional Field Trips Be Career Related
Encourage Corporations And Local Business To Support Field Trips By Donating The Transportation, and
Encourage Walking Field Trips That Are Career Related (With The Energy Problems Confronting Us)

COUNCILS AND VOLUNTEERS 237
Form Action Councils/Committees Of Community And Education Leaders To Porvide Support As Well As Planning and Implementation
Use Community Volunteers To Assist In Delivery Of Career Education As Well As Planning And Training Functions

RECOGNITION 265
Recognize Those Who Have Contributed Much To Career Education Endeavors

STRATEGY: BOARD POLICY

INCORPORATE CAREER EDUCATION STATEMENTS INTO BOARD POLICY

COST:

No additional cost

FINANCE STUDY IMPLICATIONS:

"A written policy means that boards of education and superintendents agree on the importance of career education. Moreover, such a policy serves as an important mandate for administrators and teachers to provide career education for their students -- and it comes at no cost to the district." (page 6)

INFORMATIONAL STATEMENT:

NSBA has developed a sample collection of model school board policies that would reflect a local board's committment to the concept of career education. This work titled "Career Education: Support in Policy" indicates that consistent support for the concept should occur "throughout the board's policy manual -- not just a single resolution or policy statement endorsing career education." Throughout this book of strategies will be included board policy exhibits from the above work. These exhibits will always be in green paper.

SAMPLE BOARD EXHIBITS:

As an example of how career education may be incorporated into board policies, two sample board exhibits are presented on the next pages.

- a sample educational philosophy statement (Exhibit 1)
- a sample nondiscrimination statement (Exhibit 2)

SAMPLE BOARD EXHIBIT 1

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: AD
	District Code:

EDUCATIONAL PHILOSOPHY

The basic philosophy of the ________________ Public Schools is governed by a rewpect for the worth and dignity of every human being. The schools are committed to the mental, emotional, physical, aesthetic, and social development of all learners so that they may realize the full measure of their educational potential and fulfill their roles purposefully in the world of work and leisure.

The schools exist primarily to help students become responsible, self-directed individuals, capable of functioning effectively in the world community. Since involvement in the learning process is stimulated by self-guided as well as teacher-directed activity, the educational program provides for students alternative choices among goals, methods and materials.

Because our age is one of great technological, social and scientific change, education must prepare students for a future which is partially unknown and, to some extent, unpredictable. In order to become lifelong learners, students must develop the desire and ability to learn. Schools shall provide a foundation of information and basic skills necessary for continuous learning and creativity. In addition, our schools shall give students opportunities to develop skills of analysis, synthesis and evaluation in order to derive valid conclusions.

The aptitudes and strengths of all students must be discovered and nurtured. Their abilities to live with people, to adapt to change, and to relate to the world around them must be prime factors in the development of educational programs.

Students shall be encouraged to gain understanding and appreciation of a democratic society made rich by the diversity of individuals who have contributed to its culture. The unity, strength and stability of our society depend upon the free and responsible exercise of individual talent.

The ______________ Public Schools shall work cooperatively and strive to strengthen two-way communication with parents, citizens and community agencies on concerns related to educational programming.

The Role of the School in Implementing the Philosophy

1. In each school, the growth of students shall be fostered in a spirit of respect for their freedoms, rights, and responsibilities as unique individuals of inherent dignity and worth. Learning activities and instructional materials shall be adapted to each child's interests, needs, mode and rate of learning.

2. The physical and mental health of all students shall be enhanced through continuous developmental learning experiences and through guidance and counseling activities.

3. A strong feeling of inner-direction and self-esteem in each individual shall be cultivated through encouragement of self-directed learning and self-examination. The development of a sound personal code of values shall include strong self-discipline and a respect for the beliefs, values and rights of others. Pride in personal achievement shall be channeled to create a readiness and desire for further education. Creative and satisfying ways to enjoy leisure will be fostered by generating interests and skills.

4. A high priority shall be given to the development of academic skills. Reading, writing, speaking, and mathematical competency shall receive a major thrust through planned programs of instruction and evaluation. Science and its application to the world environment shall be cultivated through research and laboratory experiences. Social studies shall enable students to become knowledgeable in the ways of life of their fellow citizens of the world now and in the past. The study of foreign languages shall be promoted to develop appreciation of other cultures as well as to attain facility in the use of languages. Participation in and appreciation of art, home economics, music, industrial arts, and related subjects shall provide personal gratification as well as prepare students for productive use of leisure time. Health education shall emphasize the importance of proper nutrition and care in the growth of a sound body.

5. Emphasis shall be given to analytical thinking and problem-solving procedures. Students shall be encouraged to question, to weigh alternatives, and to make thoughtful judgments.

6. Differentiated educational opportunities suited to the varying backgrounds, abilities, personalities, and needs of students shall be provided so they may reach the maximum development of their personal powers and qualities. System-wide commitment to education for all shall demand that diligent attention be given to the needs of children with differing mental and physical abilities and disabilities.

7. The creative and critical application of media shall be encouraged through the effective use of learning resource centers by all students. Mass media and communication shall be continually subjected to critical appraisal and analysis.

8. Education shall be marked by integration of the academic and real world experiences of the learner. As functioning citizens in a changing world, our students shall acquaint themselves with community needs and resources. Through interaction with citizens and community institutions, they shall learn to act responsibly both as producers and consumers in the economy. Students shall be apprised of the need for conservation of a healthy environment.

9. The dignity of all types of work shall be recognized. Career selection shall be commensurate with the individual's aptitudes and interests through exploration of opportunities in the world of work. Students shall be ready either for direct entry into a vocation after graduation from high school or for enrollment into technical education or an institution of higher learning.

10. Students shall be prepared for active and responsible citizenship in local, state, national, and world government. They shall be encouraged to exercise their democratic rights and responsibilities, to be active in promoting law and justice, to be responsive to the rights of others, and to be strong in self-discipline. The cultural heritage of the American multi-ethnic society shall be imparted to all students, affirming the principle that cultural diversity, as a basic characteristic of American society, is a valuable asset which must be recognized and honored.

11. The involvement of home and family shall be developed through student learning activities and through direct communication between parents and school personnel. A shared responsibility must be accepted so that students may gain maximal benefits from their education. The active involvement of the community shall be encouraged as a necessary partner in the educational process.

12. The continuing education of adults in academic and vocational fields and the lifelong process of education shall be a major focus of our schools.

13. The schools shall continue to pilot programs and employ innovative procedures to assure the best of modern techniques in education. Evaluative procedures shall include diagnostic testing to assist pupils and teachers to assess progress and needs, to encourage all to accept their share of responsibility for achievement and to clarify needs for change and adjustment in the curriculum.

14. The ______________ Public Schools shall endeavor to organize programs for the continuous implementation of this philosophy and to allocate its financial resources in ways best designed to accomplish these goals.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: AD District Code:

15. A periodic assessment of this philosophy shall be made to keep it valid and responsive to the changing needs of our schools.

Adopted: 9/6/77

SOURCE: Akron Public Schools, Akron, Ohio

CROSS REF.: IA, Instructional Goals

Although we do not suggest that any Board adopt the educational philosophy of another, this statement is included as an example. The implementation of the philosophy by the schools, which follows the main statement, might belong under IA, Instructional Goals; however, since this Board adopted the entire document as a whole, we have filed it here in its entirety.

4 of 4

SAMPLE BOARD EXHIBIT 2

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: AC
	District Code:

NONDISCRIMINATION

Respect for the dignity and worth of each individual shall be paramount in the establishment of all policies by the Board and in the administration of those policies by staff of the school system. The constitutions of our nation and state, pertinent legislation enacted at these two levels of government, as well as court interpretations regarding citizens' rights, undergird this statement.

An examination of current conditions in the community indicates that not all persons receive the rights and benefits afforded them as citizens of our state and nation. Many situations are beyond the capability of the schools to conquer on their own; all of society is responsible for and must participate in their solutions. However, the public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential.

The public school system will do its part. This Board intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation, and applicable judicial interpretations.

2. Work toward a more integrated society and to enlist the support of individuals as well as that of groups and agencies, both private and governmental, in such an effort.

3. Seek to eliminate stereotyping on the basis of sex, race, and personal ability, especially with regard to adult career roles.

   (a) Sex stereotyping. One of the primary goals of the Board's commitment to career education is equal opportunity for development of any career by members of either sex. In line with this goal, steps shall be taken where necessary to remove sex stereotyping of careers from curriculum materials; guidance materials and techniques; and enrollment practices in any course offered by the schools.

   (b) Race stereotyping. Another primary goal of the Board's commitment to career education is the broadening of career opportunities for ethnic minorities. In line with this goal, steps shall be taken where necessary to remove race bias from curriculum materials; guidance materials and techniques; and enrollment practices in any course offered by the schools.

(c) Stereotyping of handicapped and gifted students. Since the aim of the Board is to foster equal learning and career opportunities for all young people, great care shall be taken that no child is unfairly limited in his educational development by an arbitrary "label" stereotyping him as to his abilities and interests. In line with this goal, steps shall be taken where necessary to remove bias against handicapped persons from curriculum materials; guidance materials and techniques; and enrollment practices in any course offered by the schools. Care shall also be taken that gifted and talented students are not automatically "tracked" into certain courses of study because of their special abilities; the best interests of the individual student shall be paramount at all times.

4. Carefully consider, in all decisions made within the school district, the positive or negative consequences those decisions might have for all components of our community.

The Board's policy of nondiscrimination shall extend to students, staff, the general public, and the individuals with which the district does business. It shall apply to race, national background, religion, sex, economic status, political party, age, handicap, and other human differences.

Adopted: (date)

LEGAL REFS.: Civil Rights Act of 1964, as amended in 1972,
Title VI, Title VII
Executive Order 11246, as amended by Executive Order 11375
Equal Employment Opportunity Act of 1972, Title VII
Educational Amendments of 1972, Title IX (P.L. 92-318)
45 CFR, Parts 81, 86 (Federal Register June 4, 1975, August 11, 1975)
Education For All Handicapped Children Act (P.L. 94-142)
Sec. 504 of the Vocational Rehabilitation Act of 1973

CROSS REFS.: GBA, Equal Opportunity Employment
IGAD, Career Education
IGBA, Programs for Handicapped Students
JB, Equal Educational Opportunities

STRATEGY: NEEDS ASSESSMENT

INCLUDE CAREER EDUCATION GOAL STATEMENTS INTO A COMMUNITY CURRICULUM GOALS NEEDS ASSESSMENT SURVEY

COST:

No additional cost if the community survey is going to take place. Or a way of using career education monies to accomplish a desired survey to help determine community priorities with respect to desired curriculum goals.

INFORMATIONAL STATEMENT:

Most school districts every three of four years ask their constituents their perceptions toward the desired direction of the district's curriculum. It is important to obtain this information to determine the major thrust of the curriculum. The survey is best used in conjunction with actual student test scores.

Identification of priority goals allows the board and administrators to determine curriculum priorities for emphasis and budget considerations. For example, if reading is a high priority but students are achieving as desired, perhaps no increased funding is necessary. Whereas if writing skill is also a high priority but scores are lower than desired, budget increases could focus here. Frequently budgetary considerations take only into consideration felt needs (especially of special interest groups) and not actual needs. Assessments of the type suggested here increase the chances that better budgetary decisions are made and that boards are not unduly influenced by special interest groups. Data of this nature may also be used to substantiate board direction.

SAMPLE STRATEGY EXHIBIT:

Directly following is a sample community needs assessment survey (Exhibit 1). The survey has respondents read each of the 25 goal statements and rate (a) its importance, (b) to what extent the goal is being achieved by students, and (c) how responsible the school is for achieving the goal.

The survey also allows for ten attitudinal questions. On this sample, the questions relate directly to certain aspects of career education specifically as it relates to high school students or recent graduates as they enter the world of work.

The survey is set up for a simple computer program, and visual scan.

One adaption which some districts have used is to ask respondents to circle the top ten goals which allows a priorization of goals in comparison with one another. The current sample allows a respondent to rate all goals high.

Please note that the goals statements should be adapted to meet the individual needs of the district.

SAMPLE STRATEGY EXHIBIT 1

Dear School District Citizen:

Public schools today are asked to provide a wide array of services. In ________, we want to do this while at the same time keeping a watchful eye on your tax dollar. It is impossible to provide all the activities requested by every group in our community and still keep taxes within a reasonable limit.

Consequently, the __________ Schools need to turn to the community periodically for guidance. By using a survey, we try to make sure that what the majority considers most imporant is what we provide in your schools.

Since more than _________ people live in the ____ square miles that make up the ________ School District, it is not practical to try to involve every person in a survey of this type. We have divided the district into geographic areas, with various areas randomly selected to serve as a representative sample of the entire district. Every home in those areas randomly selected has been given a questionnaire. When completed, the results will help the school board and the administration plan the district's curriculum.

This procedure is not meant to exclude anyone from participating in the survey. Additional copies of this survey may be obtained by calling my office. My telephone number is __________________.

This survey will be effective only if citizens participate. Would you please take a few minutes to fill out the attached form and then mail it back to the school district in the enclosed self-addressed stamped envelope?

Your identity will remain anonymous, as we have not requested your name. The questions we have asked about you, your family and your work will help us see what is most important to various segments of the community.

Your assistance in this survey will be greatly appreciated. We thank you for helping determine what is taught in our schools. Your input, and that of your neighbors, will assure that _______ children receive the education our community deems important.

Sincerely,

Superintendent

1 of 4

EDUCATIONAL NEEDS ASSESSMENT SURVEY
(STATE OF ARIZONA)

DIRECTIONS FOR MARKING ANSWER SHEET

- Use a No. 2 black lead pencil. Do NOT use ink or ball point pen.
- Make each mark heavy and black. Mark should fill circle completely.
- Erase clearly any answer you wish to change. Make no stray marks.

IMPROPER

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	How important is it?					To what extent is the goal being achieved by students.					What is the school's responsibility for it?				
	1 least important	2 marginal importance	3 average importance	4 important	5 most important	1 not at all	2 somewhat	3 average	4 almost completely	5 completely	1 little or no responsibility	2 minor responsibility	3 share equal responsibility	4 major responsibility	5 complete responsibility
1. The student will gain an understanding of our American Heritage.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
2. The student will recognize the importance of reading, writing, and mathematics in achieving his/her occupational goals.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
3. The student will have the ability to examine problems constructively and creatively.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
4. The student will develop appreciation and respect for the worth and dignity of individuals.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
5. The student will develop a moral and ethical sense of values, goals, and processes of a free society.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
6. The student will learn to discipline himself/herself at work, study, and play constructively.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
7. The student will understand the political, economic, and social patterns of the world.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
8. The student will further develop and understand his/her own interests and abilities.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
9. The student will understand economic responsibilities.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
10. The student will develop skills to communicate ideas effectively.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
11. The student will understand the educational requirements for various occupations.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
12. The student will know the steps required to enter his/her chosen occupation.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤

SURVEY ANSWERS (continued)

	How important is it?					To what extent is the goal being achieved by students.					What is the school's responsibility for it?				
	1 least important	2 marginal importance	3 average importance	4 important	5 most important	1 not at all	2 somewhat	3 average	4 almost completely	5 completely	1 little or no responsibility	2 minor responsibility	3 share equal responsibility	4 major responsibility	5 complete responsibility
13. The student will develop the skills necessary for employment.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
14. The student will develop the attitudes necessary to get and hold a job.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
15. The student will learn how to use leisure time to his/her benefit.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
16. The student will have the basic skills of reading, writing, and mathematics.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
17. The student will be a capable decision maker.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
18. The student will have a desire to continue to learn.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
19. The student will acquire good health habits.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
20. The student will be a creative thinker.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
21. The student will understand the workings of the various American Governmental units.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
22. The student will understand the contributions of the fine arts.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
23. The student will understand one's role in creating and maintaining a healthful environment.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
24. The student will be a wise consumer of resources and services.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
25. The student will understand his ancestors' contributions to modern society.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤

SURVEY QUESTIONS

For each of the following questions, please indicate your opinion by blacking out one of the responses in the right hand column.

	1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree . . . . . .
1. Education is serving the needs of the business community.	①	②	③	④	⑤
2. Business should assume the responsibility of training the potential or new employee for his or her work situation.	①	②	③	④	⑤
3. Business expects too much from education.	①	②	③	④	⑤
4. The high school graduate is equipped with the necessary skills to function effectively in the workplace.	①	②	③	④	⑤
5. All students including those who are planning to attend college should have job entry level skills upon exiting from high school.	①	②	③	④	⑤
6. More of the secondary school's time and money should be spent on helping potential dropouts stay in school.	①	②	③	④	⑤
7. The junior college graduate is equipped with the necessary skills to function effectively in the workplace.	①	②	③	④	⑤
8. Cooperative education (half-time work – half-time school) is an effective method for the public school system and business to work together to provide students the skills needed for business and industry.	①	②	③	④	⑤
9. The university graduate is equipped with the necessary skills to function effectively in the workplace.	①	②	③	④	⑤
10. Assisting students to find jobs upon exiting from high school should be a responsibility of the school.	①	②	③	④	⑤

SAMPLE STRATEGY EXHIBIT 1

Dear School District Citizen:

Public schools today are asked to provide a wide array of services. In ________, we want to do this while at the same time keeping a watchful eye on your tax dollar. It is impossible to provide all the activities requested by every group in our community and still keep taxes within a reasonable limit.

Consequently, the __________ Schools need to turn to the community periodically for guidance. By using a survey, we try to make sure that what the majority considers most imporant is what we provide in your schools.

Since more than _________ people live in the ____ square miles that make up the ________ School District, it is not practical to try to involve every person in a survey of this type. We have divided the district into geographic areas, with various areas randomly selected to serve as a representative sample of the entire district. Every home in those areas randomly selected has been given a questionnaire. When completed, the results will help the school board and the administration plan the district's curriculum.

This procedure is not meant to exclude anyone from participating in the survey. Additional copies of this survey may be obtained by calling my office. My telephone number is __________________.

This survey will be effective only if citizens participate. Would you please take a few minutes to fill out the attached form and then mail it back to the school district in the enclosed self-addressed stamped envelope?

Your identity will remain anonymous, as we have not requested your name. The questions we have asked about you, your family and your work will help us see what is most important to various segments of the community.

Your assistance in this survey will be greatly appreciated. We thank you for helping determine what is taught in our schools. Your input, and that of your neighbors, will assure that _______ children receive the education our community deems important.

Sincerely,

Superintendent

1 of 4

EDUCATIONAL NEEDS ASSESSMENT SURVEY
(STATE OF ARIZONA)

DIRECTIONS FOR MARKING ANSWER SHEET

- Use a No. 2 black lead pencil. Do NOT use ink or ball point pen.
- Make each mark heavy and black. Mark should fill circle completely.
- Erase clearly any answer you wish to change. Make no stray marks.

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		How important is it?	To what extent is the goal being achieved by students.	What is the school's responsibility for it?
		1 least important 2 marginal importance 3 average importance 4 important 5 most important	1 not at all 2 somewhat 3 average 4 almost completely 5 completely	1 little or no responsibility 2 minor responsibility 3 share equal responsibility 4 major responsibility 5 complete responsibility
1.	The student will gain an understanding of our American Heritage.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
2.	The student will recognize the importance of reading, writing, and mathematics in achieving his/her occupational goals.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
3.	The student will have the ability to examine problems constructively and creatively.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
4.	The student will develop appreciation and respect for the worth and dignity of individuals.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
5.	The student will develop a moral and ethical sense of values, goals, and processes of a free society.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
6.	The student will learn to discipline himself/herself at work, study, and play constructively.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
7.	The student will understand the political, economic, and social patterns of the world.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
8.	The student will further develop and understand his/her own interests and abilities.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
9.	The student will understand economic responsibilities.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
10.	The student will develop skills to communicate ideas effectively.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
11.	The student will understand the educational requirements for various occupations.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
12.	The student will know the steps required to enter his/her chosen occupation.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤

SURVEY ANSWERS (continued)

	How important is it?					To what extent is the goal being achieved by students.					What is the school's responsibility for it?				
	1 least important	2 marginal importance	3 average importance	4 important	5 most important	1 not at all	2 somewhat	3 average	4 almost completely	5 completely	1 little or no responsibility	2 minor responsibility	3 share equal responsibility	4 major responsibility	5 complete responsibility
13. The student will develop the skills necessary for employment.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
14. The student will develop the attitudes necessary to get and hold a job.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
15. The student will learn how to use leisure time to his/her benefit.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
16. The student will have the basic skills of reading, writing, and mathematics.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
17. The student will be a capable decision maker.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
18. The student will have a desire to continue to learn.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
19. The student will acquire good health habits.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
20. The student will be a creative thinker.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
21. The student will understand the workings of the various American Governmental units.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
22. The student will understand the contributions of the fine arts.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
23. The student will understand one's role in creating and maintaining a healthful environment.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
24. The student will be a wise consumer of resources and services.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤
25. The student will understand his ancestors' contributions to modern society.	①	②	③	④	⑤	①	②	③	④	⑤	①	②	③	④	⑤

SURVEY QUESTIONS

For each of the following questions, please indicate your opinion by blacking out one of the responses in the right hand column.

	1 strongly disagree . . .	2 disagree	3 undecided	4 agree	5 strongly agree . . . . .
1. Education is serving the needs of the business community.	①	②	③	④	⑤
2. Business should assume the responsibility of training the potential or new employee for his or her work situation.	①	②	③	④	⑤
3. Business expects too much from education.	①	②	③	④	⑤
4. The high school graduate is equipped with the necessary skills to function effectively in the workplace.	①	②	③	④	⑤
5. All students including those who are planning to attend college should have job entry level skills upon exiting from high school.	①	②	③	④	⑤
6. More of the secondary school's time and money should be spent on helping potential dropouts stay in school.	①	②	③	④	⑤
7. The junior college graduate is equipped with the necessary skills to function effectively in the workplace.	①	②	③	④	⑤
8. Cooperative education (half-time work – half-time school) is an effective method for the public school system and business to work together to provide students the skills needed for business and industry.	①	②	③	④	⑤
9. The university graduate is equipped with the necessary skills to function effectively in the workplace.	①	②	③	④	⑤
10. Assisting students to find jobs upon exiting from high school should be a responsibility of the school.	①	②	③	④	⑤

STRATEGY: QUESTIONS BEFORE ADOPTION

WHEN CONSIDERING THE ADOPTION OF A NEW PROGRAMMATIC EFFORT INTO THE SYSTEM, ATTEMPT TO IDENTIFY LONG-RANGE CONSEQUENCES OF ADOPTING THAT PROGRAM IN TERMS OF PRIORITY AND FUNDING.

COST:

No additional cost

INFORMATIONAL STATEMENT:

Unfortunately, when individuals get "turned on" to a new, innovative approach to meet a high priority need, sometimes not enough thought is given to the long-range effects of the program on other programs, support services, facilities and actual line item budget sources. This is especially true to the costs to continue that program once it is integrated into the total district program.

Frequently there is seed money to use for start-up costs. If this is handled correctly, it can increase the likelihood that there will be a program after outside dollars are gone. This occurs when the money is spent on those items which do not need to be in the budget after funding. Where most external use of funds fail is when the money is put in staff for delivery of the outcomes of the program. As mentioned in the introduction to this document, one example is the hiring of career education staff to actually deliver career education activities directly to students. This is a way of killing the program. The money is best spent on external staff to define the parameters of the program (planning) as well as to provide staff development and evaluation of the efforts so that refinements can be made.

SAMPLE STRATEGY EXHIBITS:

Sample exhibit 2 is a checklist which board members and administrators are encouraged to use when considering the adoption of any new program. The questions center on whether the program fits your needs and what the long-term maintenance costs may be after start-up money is gone.

Sample exhibit 3 is a Request to Start Up a New Program or a Request to Write a Proposal. It could also be adapted for use when the board is considering approval of funds for a new program. The intent is to know how the new program fits in with need priorities, district program goals, and long-term costs. With this minimal information, the board can at least consider the possible financial ramifications down the road in supporting the adoption of a program now.

Sample exhibit 4 shows a memorandum to consider different budget options for moving a project into a district maintenance program.

SAMPLE STRATEGY EXHIBIT 2

CHECKLIST OF QUESTIONS
WHEN CONSIDERING A NEW PROGRAM*

Program Goals and Objectives:

☐ Yes ☐ No ☐ Let's talk about it

- Do the goals and objectives of the program coincide with those in your needs assessment?

☐ Yes ☐ No ☐ Let's talk about it

- Do the objectives cover all aspects of the needs assessment and program adequately? Are there stated cognitive, affective, and psychomoter objectives, as well as innovative program objectives?

☐ Yes ☐ No ☐ Let's talk about it

- Are the objectives reasonable in terms of the performance levels expected and the time allotted?

Program Activities:

☐ Yes ☐ No ☐ Let's talk about it

- Do the program activities have a logical and direct relationship to the stated goals and objectives?
- Is a full description given of the sequencing and time of activities?

☐ Yes ☐ No ☐ Let's talk about it

- Are the learning activities based on sound theoretical grounds, i.e., is the learning theory for an instructional program made explicit?

☐ Yes ☐ No ☐ Let's talk about it

- Is there sound research to substantiate the claims for program use in actual conditions?

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*Adapted from a Source Unknown. Credit will be given upon notification.

Personnel:

☐ Yes	☐ No	☐ Let's talk about it	• How many persons are required to implement the program and at what levels?
☐ Yes	☐ No	☐ Let's talk about it	• Do personnel support rather than deliver student outcomes?
☐ Yes	☐ No	☐ Let's talk about it	• What skills are needed by these persons?
☐ Yes	☐ No	☐ Let's talk about it	• What training costs are involved in terms of time, materials, facilities, and salary to participants?
☐ Yes	☐ No	☐ Let's talk about it	• Will consultants be used as part of the program? What skills must they have and what follow-up should they provide?
☐ Yes	☐ No	☐ Let's talk about it	• Are there any assumptions made about the attitudes of persons in the program? Are there provisions made in training for gaining committtment to the program?

Materials, Equipment, and Facilities:

☐ Yes	☐ No	☐ Let's talk about it	• Are all necessary materials and equipment included or are there hidden costs? (e.g., purchase of special equipment)
☐ Yes	☐ No	☐ Let's talk about it	• Can existing equipment/materials be adapted to the needs of the program?
☐ Yes	☐ No	☐ Let's talk about it	• What remodeling of facilities is necessary? At what cost?

Administrative Requirements:

☐ Yes	☐ No	☐ Let's talk about it	• Are the roles, relationships, and duties of the staff spelled out clearly?
☐ Yes	☐ No	☐ Let's talk about it	• Is time needed to revise class schedules? Must teachers be assigned new locations?

Administrative Requirements: (continued)

☐ Yes ☐ No ☐ Let's talk about it	• What lead time is required for planning, training, ordering materials and supplies, remodeling facilities?
☐ Yes ☐ No ☐ Let's talk about it	• Is some reorganization of administrative patterns necessary, e.g., is the principal expected to perform differently?

Costs:

☐ Yes ☐ No ☐ Let's talk about it	• Are costs shown for such program components as personnel, materials, or equipment, in addition to total cost?
☐ Yes ☐ No ☐ Let's talk about it	• Do the component costs seem reasonable? Are some costs, such as teacher salaries or materials, liable to inflate further before adoption of the program?
☐ Yes ☐ No ☐ Let's talk about it	• What maintenance costs will be needed after outside money ceases?

SAMPLE STRATEGY EXHIBIT 3

REQUEST TO WRITE A PROPOSAL

PROJECT TITLE:	Center for Career Development	
FUNDING SOURCE:	U.S. Office of Education	
FUNDING REQUEST:	Approximately $102,000	
EXPECTED FUNDING:	We will be funded for around $90,000 depending upon legislation which has not yet occurred. Two committees have recommended same overall funding as this year.	
PREVIOUS FUNDING FROM SAME SOURCE:	1979-80	$135 000
	1978-79	$146,000
	1977-78	$ 50,000
DUE DATE:	March 24, 1980	
PROPOSED PROGRAM: Goals and Approximate Dollar	The goals proposed are based upon current needs assessment efforts and previous needs assessment data.	
	Goal 1.0	Training ($32,000) To facilitate educator utlization of and student preparation in career education activities
	Goal 2.0	Community Resource Service ($30,000) To implement and expand a coordination community resource service to utilize human resources consisting of parents, business/industry, labor, and professional communities to broaden student exposure and orientation to the world of work.

Goal 3.0 Board Involvement ($2,000)

To obtain increased school board involvement in integrating career education into the local educational program.

Goal 4.0 Principal Leadership ($5,000)

To maximize the career education leadership potential of school principals.

Goal 5.0 Educator Work Exposure ($3,000)

To provide educators with on-site exposure to the world of work.

Goal 6.0 Media ($3,000)

To obtain career education media for the Career Resource Center.

Goal 7.0 Miniproposals ($3,000)

To fuse career education with existing curriculum through a miniproposal component.

Goal 8.0 Parent/Community Involvement ($3,000)

To maximize parental and community involvement in career education.

Project Administration ($69,000)

PROGRAM PHASES:

Phase I FY77 to FY79 -- two years of planning development and pilot testing of service and training with minimal implementation.

Phase II: FY80 to FY82 Begin implementation.

Phase III: FY81 to FY84 Implementation and begin maintenance activities.

PROGRAM BUDGET REQUESTS:

FY81	$100,000
FY82	$ 75,000
FY83	$ 50,000
FY84	$ 50,000

PROJECT DIRECTOR'S ESTIMATE TO MAINTAIN PROGRAM:

It is the recommendation of the project director that ideally $39,500 (current dollars) will be needed to maintain career education in the district.

Career Education Specialist (to monitor program, inservice, new personnel, etc.)	$16,000
Community Resource Coordinator	11,000
Community Resource Clerk/ Typist	6,500
SALARY SUBTOTAL	$33,500
Employee Benefits 17%	5,700
Travel	300
GRAND TOTAL	$39,500

COMPATIBILITY WITH DISTRICT GOALS:

When the project was first begun, a careful examination of the project's purposes was undertaken, and they were determined to be very much in line with the District philosophy, goals, and objectives. This year, a member of the staff has been part of the curriculum committee concerned with establishing minimal basic standards. This committee was given, for review, a set of student objectives based upon current philosophy and goals of the project.

ARE BENEFITS DERIVED COMPARABLE TO THE COST OF THE PROJECT:

An overall staff assessment of this question yielded an overwhelming "yes." In most cases, goals have not only been met, they have been exceeded. Also, the District reaps numerous side benefits which can be described to the Board upon request. For further description of benefits, refer to the list prepared for the Board and reported in a memorandum of February 26, 1979.

COMMUNITY PRIORITY:

This program came into existence based upon needs identified by the community and has continued to have strong support. This statement is based on attitudinal data continually collected and the most recent District-wide needs assessment effort.

SAMPLE STRATEGY EXHIBIT 4

MEMORANDUM

TO: Superintendent of District Serving 40,000 Students

From: Career Education Coordinator

Subject: Career Education Budget Consideration

Date:

As per your request, the following is a minimum district maintenance budget for those activities which we feel are necessary for continuance of career education in the district. The budget is shown based upon proposed FY__ figures. Under the budget is a listing of the major activities the budget would support. Following the minimal budget are additional budget increased dollars. (It does not include facility costs.)

Personnel - projections based upon 7% cost of living increase

Community Resource Liaison	$13,931 + 20% benefits of $2,786
Career Education Consultant (½)	11,637 + 20% benefits of 2,327
Secretary (½)	4,473 + 20% benefits of 895
Supplies and Travel	$ 1,000
TOTAL	$37,049

The maintenance budget would include:

1. Full operation of the Community Resource Service.
2. Implementation of the career education district testing program and elementary school review process.
3. Implementation of all training activities.
4. Operation of the Advisory Council.
5. Coordination of the Elementary Task Force.

Additional Support Package #1

Career Liaisons (1 per secondary school at $300.00 each)	$3,100
TOTAL	$3,100

This will allow for promotion and monitoring of career education activities at the secondary level. This package, if added to the minimal program, could be handled by the ½ Career Education Consultant.

Additional Support Package #2

Bus Drivers (salaries--field trips)	$10,000 + 20% benefits of $200
Secretary (½)	4,473 + 20% benefits of 895
Gasoline, etc. for field trips	5,000
	TOTAL $20,568

This would allow for approximately 400 field trips (average $25.00 per trip of 4½ hours length). It is recommended that these be used K-6 -- one per grade level at each school; 7-9 -- 6 trips per grade per school, and 10-12 -- 7 trips per grade level per school. The additional 400 trips would require an additional ½-time secretary.

Additional Support Package #3

Career Education Consultant (¼)	$5,818 + 20% benefits of $1,164
Secretary (¼)	2,237 + 20% benefits of 447
	TOTAL $9,666

This would allow for continuation of the parent study program, administration and support service personnel training, and some media resource assistance.

Additional Support Package #4

Miniproposal monies and travel	$ 4,000
Career Education Consultant (¼)	5,818 + 20% benefits of $1,164
	$10,9TOTAL $10,982

The entire package, which could be a very good maintenance program, would be $81,365.

STRATEGY: ACCOUNTABILITY

AS PART OF THE ONGOING ACCOUNTABILITY PROGRAM OF THE DISTRICT, INCLUDE CAREER EDUCATION OBJECTIVES BY GRADE LEVEL AND MAKE PART OF THE DISTRICTWIDE TESTING PROGRAM

COST:

No cost for the development of the objectives if using a districtwide task force.

Some costs in the development of the test items to measure the career education objectives. Each year the pool of items, nationwide, is getting larger. Also, some commercially-made tests are available.

FINANCE STUDY IMPLICATIONS:

"...clear objectives -- preferably grade-by-grade -- ... are important for a successful program ... The specific objectives for each grade -- objectives which may be developed locally or adopted or adapted from outside sources -- give clear definition to career education and make it possible to evaluate whether it is working. Boards of education and superintendents must choose between the higher cost of having teachers develop good objectives to which they they are deeply committed and the lower cost of pruchasing equally good ready-made objectives from the outside to which teachers feel no allegiance. This tradeoff has clear budgetary implication." (page 6)

"The fact that only about 50 percent of the teachers provide career education regularly while 65 percent of the students receive career education signified that not all students get regular career education instruction...." (page 13)

INFORMATIONAL STATEMENT:

Most career education practitioners believe strongly that unless career education objectives by grade level are established, it will be difficult to prove whether career education program efforts are achieving the desired results. In addition, until the objectives are established, it is difficult to know what to train on. The career education objectives in actuality define the program for the district.

BOARD EXHIBITS:

Board Exhibit 3 is an example of a general accountability statement for a district while Exhibit 4 is an accountability statement for career education.

SAMPLE STRATEGY EXHIBITS:

Sample Exhibit 5 describes in layperson terms grade level outcomes in career education.

Sample Exhibit 6 includes sample grade level instructional objectives and corresponding test items as well as a description of the entire accountability model.

Sample Exhibit 7 demonstrates a memorandum on districtwide assessment that shows how this individual accepted responsibility for incorporating career education in the districtwide testing program through a committee approach. The results are shown which indicate in this instance that career education would be assessed on the goals or themes of career education at every grade level in the cognitive skill areas and also in the affective areas in the junior and senior high grades. Unobtrusive assessment would occur at all grade levels.

SAMPLE BOARD EXHIBIT 3

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: AF
	District Code:

COMMITMENT TO ACCOMPLISHMENT

The Board accepts its ultimate responsibility for all facets of school operations and programs. Chief among its responsibilities is accomplishment of the goals and objectives it sets forth, subject to the financial support that must be given these aims by residents of the district.

As part of its accountability to residents of the district, the Board shall maintain a program of accountability throughout the school system. This shall consist of the following elements:

1. Clear statements of expectations and purposes, as these relate to areas of operations, programs, departments, positions.

2. Arrangement for the staff, resources, and support necessary to achieve stated expectations and purposes.

3. Evaluation of operations, programs, instruction, and services to determine how well expectations and purposes are being met.

4. Evaluation of the efforts of all individuals employed by the Board, and of the Board itself, The first purpose of evaluation is to help all individuals make a maximum contribution to the goals of the school system.

Every effort shall be made by the Board, superintendent, and staff to fulfill the responsibilities required by the concept of accountability.

Adopted: (date)

> *The evaluation of all educational efforts of the school district--including career education--is of prime importance. Classroom teachers should be held accountable for learner outcomes; specific accountability requirements and evaluation procedures for other staff members (such as guidance counselors and building principals) should also be set down in writing.*

SAMPLE BOARD EXHIBIT 4

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAD
	District Code:

CAREER EDUCATION
(Occupational Education)

The Board of Education recognizes that career education is a developmental process designed to help all individuals prepare for their life roles to include the family, the community, occupations, and avocations. The Board of Education also recognizes that the development of career education enables students of all ages to examine their attitudes, interests, aptitudes, and abilities in order to relate to them to career opportunities, and to make valid decisions regarding further education and future endeavors.

Therefore, it is the policy of the Board of Education to provide career education for all students using a continuum of objectives and activities beginning with career awareness in the elementary schools, continuing with career exploration in the middle schools, and extending through career preparation in the secondary and post-secondary schools.

Adopted: (date)

This policy is implemented by a set of regulations, following as IGAD-R.

(Atlanta, Ga.)

SAMPLE STRATEGY EXHIBIT 5

CAREER EDUCATION OUTCOMES

CENTER FOR CAREER DEVELOPMENT
MESA PUBLIC SCHOOLS*

Career Education outcomes appear in three major conceptual areas of emphasis in all grade levels:

SELF - what the student thinks of himself or herself
SETTING - what the student knows about the world of work
INVOLVEMENT - how and what the student wants to choose to do in the world of work

KINDERGARTEN
- Skills with SELF
  - Indicates ways persons can be described
  - Recognizes why people do certain things
- Knowledge of SETTING
  - Matches tools, materials, and equipment with occupations
  - Tells why certain activities are hard to do
  - Knows when children must be supervised
- Capability for INVOLVEMENT
  - Tells how family and friends provide help
  - Indicates how persons show each other how they feel

GRADE 1
- Skills with SELF
  - Knows when other people are needed in doing something
  - Recognizes things used for the good of the community
- Knowledge of SETTING
  - Identifies things used by different senses and parts of the body
  - Indicates how enjoyment may occur from occupations
- Capability for INVOLVEMENT
  - Identifies help provided by unknown persons
  - Matches types of work to types of workers
  - Recognizes the ways work changes family life

GRADE 2
- Skills with SELF
  - Names examples of own physical features, interests, skills, and way of living
  - Recognizes the steps in making decisions

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*Mesa, Arizona, 1978

- Knowledge of SETTING
  - Names observed occupations
  - Describes the use of things learned in school
  - Tells which workers have supervisors
- Capability for INVOLVEMENT
  - Tells which jobs are done by groups of workers
  - Recognizes the positive and the negative ways that people act with each other
  - Matches ways of living to occupations

GRADE 3

- Skills with SELF
  - Identifies a person's strengths for a task
  - Recognizes how attitudes affect people
- Knowledge of SETTING
  - Matches jobs with interests and abilities
  - Tells why people work
- Capability for INVOLVEMENT
  - Names jobs that depend upon everyday items
  - Lists the occupations that have a certain thing in common
  - Recognizes the positive and the negative results of decisions
  - Identifies goods, services, and occupations that meet needs of society

GRADE 4

- Skills with SELF
  - Specifies the ways self can be described
  - Recognizes situations in life that allow freedom of choice
- Knowledge of SETTING
  - Indicates the occupations that produce things and provide services
  - Identifies the occupations that require certain abilities
  - Knows learning activities that are done only in school
- Capability for INVOLVEMENT
  - Notes how certain occupations are related
  - Selects persons who cooperate to solve a problem
  - Tells what occupations are similar to another occupation
  - Names the things that control how one lives

GRADE 5

- Skills with SELF
  - Matches the actions of a person to a description of the person
  - Indicates the stages in the making of decisions
  - Recognizes examples illustrating conflict between what is good for a person and what is good for the community

- Knowledge of SETTING
  - Tells which occupations are most like certain familiar activities
  - Tells which parts of a job a person with certain abilities would most like to do
  - Explains how a supervised worker acts responsibly
- Capability for INVOLVEMENT
  - Knows which occupations give us law and order, health, progress, and other benefits to society
  - Chooses which persons will probably solve a certain problem
  - Discusses the ways of living open to workers in an occupation
  - Indicates which things are required by two or more occupations

GRADE 6

- Skills with SELF
  - Lists things that someone can do to change a way of living
  - Predicts how someone will act as a result of feelings about self
- Knowledge of SETTING
  - Lists the occupations in a "career cluster" group
  - Indicates which occupations most need certain abilities, talents, interests, etc.
  - Tells how much school is needed to prepare for certain occupations
  - Explains the ways in which someone feels good after finishing a job
  - Gives examples of how someone is responsible to a job
- Capability for INVOLVEMENT
  - Tells how someone could act differently to solve a certain problem
  - Reports on all the career development information books, films, persons, and other resources
  - Tells what part of society or economics an occupation depends on

GRADE 7

- Skills with SELF
  - Describes the career activities that go with someone's personality, interests, and abilities
  - Lists the choices open to persons in a problem situation
  - Describes all aspects of a certain personal choice
  - Adopts self-concept, values, and attitudes into stated life goals
- Knowledge of SETTING
  - Lists own strengths required for a given occupation
  - Identifies all occupations that require a certain type of training
  - Recognizes the wants and needs that can be satisfied through school education
  - Knows which rewards will come later after a job has been completed

Capability for INVOLVEMENT
- Tells what certain workers do to help an industry
- Shows positive and helpful behavior toward a superior while doing group work
- Explains the ways someone uses to choose a job

GRADE 8

Skills with SELF
- Recognizes differences between self and others
- Makes up a plan for solving a problem
- Matches a system of values to a certain life goal
- Tells how conflicts between one person's rights and community rights are solved by organizations such as courts, zoning boards, insurance companies, etc.

Knowledge of SETTING
- Lists all the occupations that are similar in a certain way
- Names all the careers that are helped by a certain school course
- Recognizes that many people work for "personal satisfaction"
- Tells how a certain worker shows a type of responsibility

Capability for INVOLVEMENT
- Recognizes what society gets from occupations
- Locates correct information about occupations
- Picks out the ways of describing a way of living

GRADE 9

Skills with SELF
- Chooses a way of bringing more freedom into a problem situation
- Recognizes all the steps that were taken in making a certain decision

Knowledge of SETTING
- Correlates own interests, abilities, and training with requirements of a job
- Tells what is needed to do well in an occupation
- Describes the importance of certain school subjects to given occupations
- Explains what work means to different people

Capability for INVOLVEMENT
- Puts the jobs of an industry in the order in which they are done in that industry
- Picks out the best way for persons doing a certain job to communicate with each other
- Selects the career that would meet most of the needs of a person
- Chooses the things that are most likely to happen to an occupation because of a social or economic change

GRADE 10

- Skills with SELF
  - Explains how what someone is affects what someone does and how it is done
  - Tells about a way of deciding something in a certain situation
  - Matches own ways of describing self with what is expected from life
  - Discusses an example of how something for the good of all is more important than something for the good of only one person
- Knowledge of SETTING
  - Picks out the main thing that an occupation does
  - Chooses a kind of occupation from the results of a job preference test
  - Recognizes how long it takes to prepare for a given occupation
  - Picks the school course that would be of most help in doing a certain job
  - Tells about the responsibility that goes along with a certain worker right
- Capability for INVOLVEMENT
  - Writes out a personal career plan that includes job choices and personal interests and abilities

GRADE 11

- Skills with SELF
  - Describes one's own strengths and weaknesses
  - Shows initiative in putting a plan of action into operation
- Knowledge of SETTING
  - Points out the occupations that have the same amount of responsibility
  - Explains the present and future rewards of education or training
  - Indicates which rewards come from certain beliefs about work
- Capability for INVOLVEMENT
  - Describes why any type of work can be appreciated
  - Recognizes many of the ways workers work together
  - Works well together with fellow students
  - Lists the things done at school which will help in future plans for life
  - Identifies the main thing leading to success in a story about a career

GRADE 12

- Skills with SELF
  - Shows the difference that strengths and weaknesses make when doing a job
  - Chooses the way of solving a problem that meets certain conditions
  - Tells how to use one's beliefs in everyday life

5 of 6

Knowledge of SETTING

- Explains how certain occupations need certain interests, abilities, personalities, and other personal features
- Points out which one of a group of occupations requires responsibility different from the others in the group
- Recognizes types of statements about how persons benefit from their own work
- Recognizes different ways workers are responsible to their job

Capability for INVOLVEMENT

- Acts like a leader with own group without being told to do so
- Composes an outline of own plan for learning and earning, in school and in a career
- Tells how one would change plans if something interferred with one's chosen occupation

SAMPLE STRATEGY EXHIBIT 6

THE STUDENT OUTCOMES OF THE CAREER EDUCATION ACCOUNTABILITY MODEL SYSTEM (CEAMS)*

The student outcomes of the Career Education Accountability Model System (CEAMS) are expressed in a hierarchy of progressive specificity. First, three very general theme areas serve as broad categories for these outcomes. Next, nine section headings, three for each theme area, serve as more explicit categories. Finally, the 18 program goals, two for each section and six for each theme, constitute general, but distinct, statements of student outcomes. Each goal consists of a title and a goal statement, which is a generalized expectation of student knowledge or ability.

The specific, measurable student outcomes constitute the behaviors or performances summarized in the goals and are distributed throughout the grades. No more than one objective occurs for a goal within a given grade. However, not every grade is assigned an objective for a given goal. The result is a set of student "optimum" objectives within 121 of the 234 cells of the matrix of 18 goals for the 13 grades.

Paper-and-pencil multiple selection test items were developed for all of the objectives for which such assessment was appropriate. For those objectives for which this format was not appropriate, alternate "diagnostic" objectives were developed and test items were drafted for them. An assessment inventory of test items was then constructed for each grade level. The instruments contain items for each of the objectives of the given grade and items from certain objectives from adjacent grades. All of the instruments have been subjected to rigorous pilot testing and revisions.

This system has been developed for the Mesa Public School System by George Booth under the direction of Drs. William and Carolyn Raymond. The following are sample objectives and test items in their pilot test stage.

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*Center for Career Development, Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203

Goal O: Interpersonal Skills

The student will recognize and use positive and effective ways of dealing with other people.

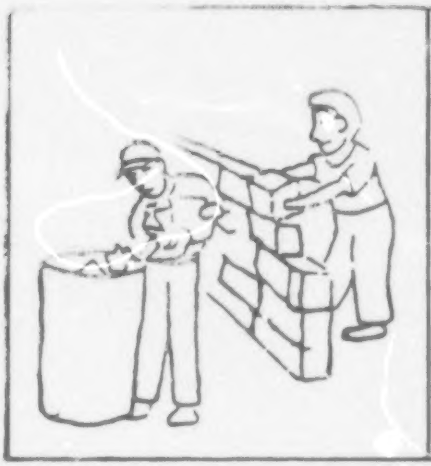
GRADE K (KINDERGARTEN)

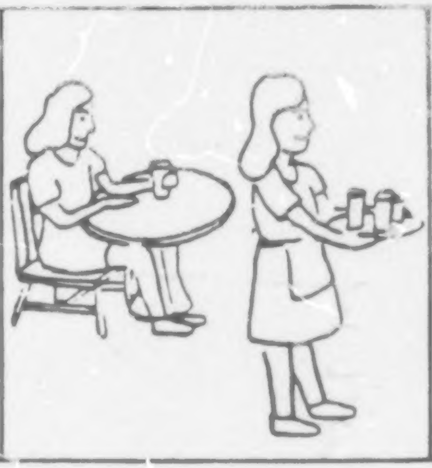
Optimum Objective:	Diagnostic Objective:
Given the opportunity to participate in a group project, the student will identify several examples of his or her peers interacting with each other.	Given illustrations of two or more persons doing things, the student will select the illustrations of individuals who are doing something together.

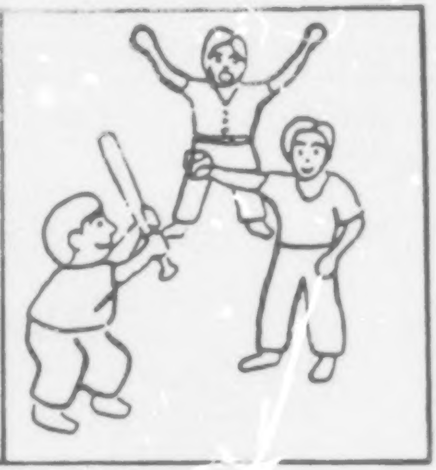
1. (K:5c) 5c

FIND THE CIRCLE (first item on page) AND LOOK AT THE THREE PICTURES BESIDE IT. LISTEN WHILE I READ.

○ FIND THE PEOPLE WHO ARE DOING SOMETHING TOGETHER. MARK THE PICTURE THAT SHOWS PEOPLE DOING SOMETHING TOGETHER.



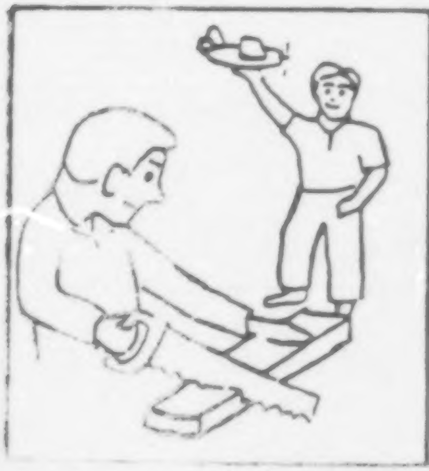


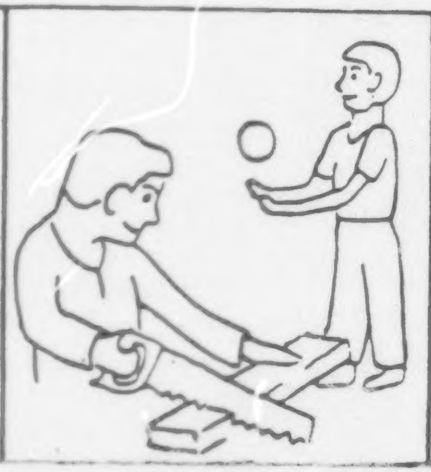


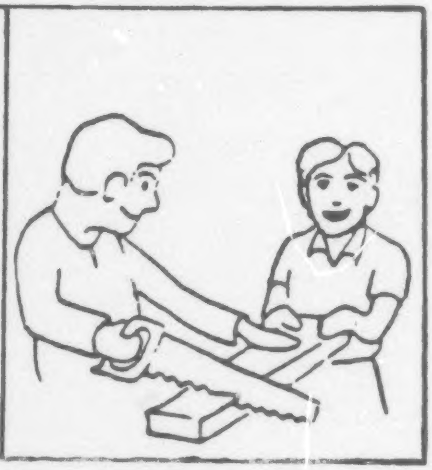
2. (K:10c) 10c

FIND THE TRIANGLE (second item on page) AND LOOK AT THE THREE PICTURES BESIDE IT. LISTEN WHILE I READ.

△ WHICH PICTURE SHOWS A MAN AND A BOY WORKING TOGETHER? MARK THE ONE THAT SHOWS A MAN AND A BOY WORKING TOGETHER.







Goal M: Acceptance of All Workers

The student will understand that all occupations and all workers make valuable contributions to society.

GRADE 1

Optimum Objective:

The student will describe a way in which the work of people he or she does not know helps him or her.

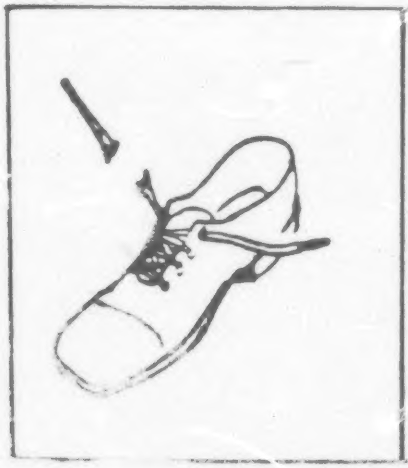
Diagnostic Objective:

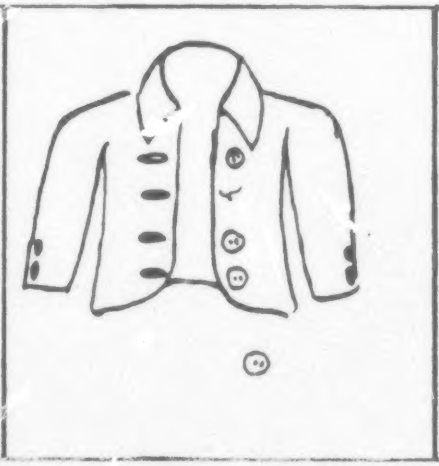
Given examples of a work process (i.e., repair, deliver, construct, etc.), the student will select the example of a process which is done by workers who are not family members.

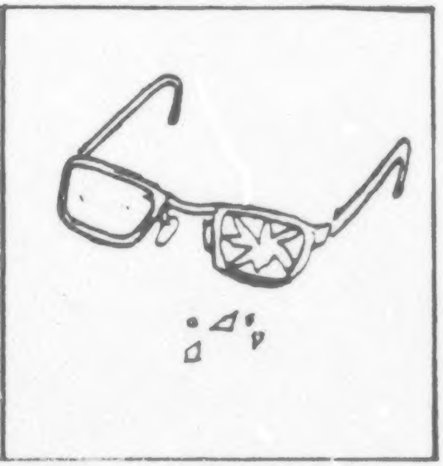
1. (K:8c) 8c

FIND THE TRIANGLE (second item on page) AND LOOK AT THE THREE PICTURES BESIDE IT. LISTEN WHILE I READ.

△ LOOK AT THE PICTURES OF THINGS WHICH NEED TO BE FIXED. ONE THING IS USUALLY FIXED ONLY BY A WORKER AT A STORE. IS IT A BROKEN SHOE LACE, A MISSING BUTTON, OR BROKEN GLASSES? MARK THE PICTURE OF THE THING THAT IS FIXED ONLY AT A STORE.





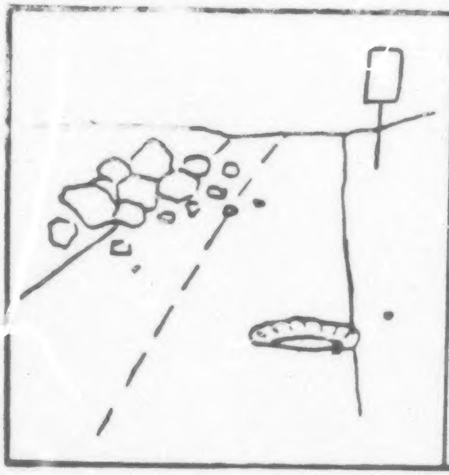


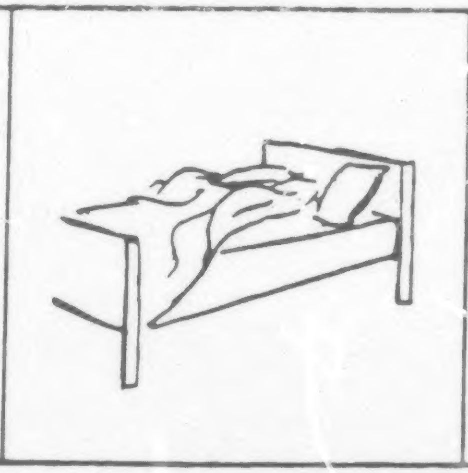
:9a) 9a

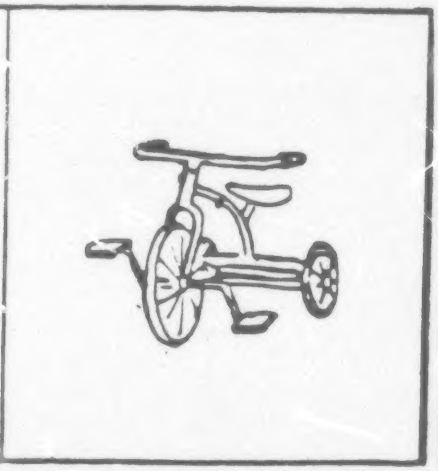
FIND NUMBER 9. LOOK AT THE 3 PICTURES BESIDE NUMBER 9 AND LISTEN CAREFULLY WHILE I READ.

9. WHICH ONE OF THE FOLLOWING IS USUALLY FIXED ONLY BY A WORKER WHOM YOU DON'T KNOW: YOUR STREET, YOUR BED, OR YOUR BIKE?

Ⓐ Ⓑ Ⓒ







FILL IN THE CIRCLE ABOVE THE PICTURE OF SOMETHING FIXED ONLY BY A WORKER YOU DON'T KNOW.

Goal H: Occupations and the Self

The student will be able to evaluate occupations in terms of interests, skill, ability, and self-concept.

GRADE 6

Optimum Objective:

Given the description of a personal characteristic and the names of types of occupations, the student will identify the type of occupation in which the characteristic is most needed.

Diagnostic Objective:

(Same as Optimum Objective)

1. (6:3b)

Getting along well with people you work with is probably most important for occupations in...

a. Construction

b. Sales

c. Science

d. Fine arts

e. Manufacturing

2. (6:17d) 11d

"Natural talent" is probably most important for occupations in...

a. Construction.

b. Sales.

c. Science.

d. Fine arts.

e. Athletics.

Goal Q: Lifestyle and Value of Success

The student will appreciate the varieties of lifestyles and the measures of success associated with careers and experienced by workers.

GRADE 4

Optimum Objective:

Given a definition of lifestyle and the names of five factors that influence a person's lifestyle, the student will write a description of his or her own lifestyle, using three of the five lifestyle factors.

Diagnostic Objective:

Given a description of the lifestyle of an individual and five descriptions of activities, the student will select the activity that is most appropriate for the identified lifestyle.

1. (4:10e) 10e

Suppose that you are a guide in an art museum. You live near the museum and ride your bicycle to work everyday. You like your work, but would rather be outside. You especially enjoy outdoor sports. Which of the following activities do you think you would enjoy most on the weekend?

a. Selling prints in an art store

b. Going to a movie

c. Going bowling

d. Painting in your room

e. Going on a hike

2. (4:18e) 18e

During the week Bob is an editor at a book publishing company. He loves to read books. He also likes to collect books written by famous people. Bob lives in a big city. He enjoys exploring different parts of the city. What do you think he would like to do most on Saturday afternoons.

a. Play tennis in the park

b. Drive in the country

c. Write letters to friends

d. Take pictures of his dog

e. Visit bookstores

3. (6:20a) 20a

Skill in crafts is probably most important for occupations in...

a. Construction.

b. Sales.

c. Science.

d. Consumer service.

e. Manufacturing.

Goal H: Occupations and the Self

The student will be able to evaluate occupations in terms of interests, skill, ability, and self-concept.

GRADE 9

Optimum Objective:

Given lists, in the order of importance, of (a) the requirements for a certain occupation, and (b) a student's characteristics (interests, skills, abilities, and personal goals), the student will identify three (3) job requirements for which there are characteristics of at least the same rank in importance.

Diagnostic Objective:

Given an illustration of a personal characteristic and the descriptions of characteristics of various occupations, the student will identify the occupation(s) which require(s) the personal characteristic illustrated.

1. (9:12b) 12b

Use the chart on the next page for the next three questions.

Which two occupations in the chart would be best for someone who likes to work with people and work with details?

a. A and C

b. A and E

c. B and E

D. C and E

e. A and B

(For use with item numbers 1, 2 and 3 of Goal H and grade 9.)

Occupation	THINGS NEEDED FOR CERTAIN OCCUPATIONS		
	Interests	Abilities/Skills	Goals
A	Elected offices in community, school groups Working with people	Plan, begin, accomplish programs Work with details Good with words Works well with people	To have more responsibility in management To be a leader in an industry, an organization, or a group
B	Working with numbers Business activities Treasurer of clubs	Concentrate for long periods Work quickly with numbers Remember details	Business advancement Get a certificate in work area Have a private business
C	Do same activity over and over "Fit into" a routine	Follow instructions exactly Eye-hand dexterity Space and form perception	Stay with the job for a long time Learn to do difficult work tasks well
D	Model building, ceramics Tangible work, with hands and with materials	Plan procedures: use tools and materials Use measurements in setting dimensions, checking work Use blueprints, specifications	To feel satisfied with accomplishing excellent work with materials
E	Member of school debating, drama, speech clubs Reading, cultural affairs Contacting the public	Good use of language and persuasion Relate well with people Accurate with detailed, printed work Good grades	Pass examination for state association license Personal practice after years of helping with research work
F	Working with machines Mathematics and technical courses "Tinkering"	Attends to details, uses technical information Good eyesight, works well with hands, physically fit Accepts changes well	Become master or specialist in machines Reach highest level of skill in a technical area

187

2. (9:13d) 13d

Which two occupations on the chart would be the best for someone who is good at following directions and specifications exactly?

a. A and C

b. A and E

c. B and E

d. C and D

e. D and F

3. (10:23e) 23e

Look at the chart. Six occupations are lettered "A," "B," "C," "D," "E," and "F," but are not named. The interests, abilities/skills, and goals needed in each occupation are listed after it in the same row.

Which two occupations in the chart would be best for someone who likes exact details and wants to work with tools and machines?

a. A and C

b. A and E

c. B and E

d. C and D

e. D and F

GOAL D: Decision-Making

The student will be acquainted with the nature and the use of processes for resolving problems through systematic decision-making.

GRADE 9

Optimum Objective:	Diagnostic Objective:
Given descriptive examples of how persons make decisions, the student will identify those decision-making steps that were taken in all of the exemplary situations.	Given (a) a characteristic of or a statement concerning decision-making, and (b) examples of ways of choosing, the student will select the example that corresponds to the characteristic or the statement.

1. (9:6a) 6a

Which of the following does not describe a good decision-making system?

a. Accept a "hard fact" as final.

b. Check out all available information.

c. Test out the possible choices of action.

d. Work out some possible choices of action.

e. Choose the choice of action which works best.

2. (9:11c) 11c

In order to make a good decision, you most need to ...

a. know it will be the right one.

b. think about it for a long time.

c. know the choices you have.

d. know how it will affect people.

e. get the advice from all people whom the decision might affect.

3. (8:31d) 31d

If you are going to make a responsible decision you must consider ...

a. influences.

b. developments.

c. causes.

d. consequences.

e. preferences.

GOAL K: The Value of Work

The student will know the various meanings ascribed to work and the satisfactions that can be derived from work.

GRADE 8

Optimum Objective:

Given (a) list of ten reasons that account for people working, including two reasons related to personal satisfaction, and (b) instructions to rank the reasons in order of perceived importance, the student will assign to each of the two "personal satisfaction" reasons one of the ranks between one and five.

Diagnostic Objective:

Given the description of an aspect of personal satisfaction in work and examples of work characteristics the student will select the work characteristic that illustrates the given aspect of personal satisfaction.

1. (8:14c) 14c

The easiest way to show that you like your job is to ...

a. work overtime.

b. make sure that an "average" job is done well.

c. be on time for work and seldom absent.

d. stay with the job until it is done.

e. carry out a supervisor's instructions.

2. (8:17b) 17b

Persons show that they are proud of their own work by ...

a. finishing more quickly than others.

b. making sure that even an "average" job is done well.

c. being on time for work and seldom absent.

d. taking however long it takes to make sure it is completed.

e. carrying out all of supervisor's instructions.

3. (9:24d) 24d

Suppose you want to find out whether there are more kinds of occupations in the machine trades or in metalworking. What would be the best place to go first to find out this information?

a. The U.S. Steel Company annual report

b. The U.S. Chamber of Commerce bibliography

c. The U.S. Occupational Outlook Handbook

d. The U.S. Dictionary of Occupational Titles

e. The U.S. Bureau of Standards annual report

11 of 16

GOAL C: Options Available

The student will understand the extent of a person's control over his or her own destiny.

GRADE 11

Optimum Objective:	Diagnostic Objective:
Given a real-time situation which requires that some action be taken, and given the availability of various alternative personal actions related to the situation, the student will initiate the action which represents the most effective control over his or her own destiny.	Given the description of a situation and of available options related to the situation, the student will select the option which best represents an effective control over one's own destiny.

1. (11:13d)

Johnny is a high school sophomore. He hopes to become a doctor. But, to become more sure about this choice, he would like to travel around the country for a year or so. Which one of the following choices should he make to give himself the most control over his future choices?

a. Leave school now, and get a job as a technician in a hospital to find out whether or not he really wants to work in medicine.

b. Travel after high school graduation, and think about entering college in a couple of years.

c. Leave school after this school year, since he thinks that he can probably reenter high school at any time in the future without losing credits.

d. Plan to travel after two years of college, because he thinks that he will be able to choose special programs better with more experience.

e. Avoid leaving school or college, at all, because he thinks that he might never be readmitted and that he would lose his chance for a professional career.

2. (11:18d) 18d

Jerry has always wanted to be a doctor, like his uncle Ted. He is working in a community hospital after school this year. He is now planning his courses for junior and senior years. He should ...

a. take everything the counselors recommend for him.

b. take only the credits necessary to graduate, since these are the toughest years in high school.

c. take the rest of the courses needed to graduate.

d. take what the premedical courses require for entrance.

e. take every course he can in biology, since biology is important for medical training

3. (10:29b) 29b

Counselors had just told Sally's class about the requirements for high school graduation and for college entrance. Sally overheard many comments from other sophomore students. Which one of the following comments shows the most appreciation for control over one's own future?

a. "Isn't it great that my 2-1/2 English credits are enough to graduate? I'm not taking anymore English. I won't need English in construction work, which is my life career goal."

b. "They said we need 3 English credits to enter college, but I'll check the college catalog anyway, to be sure."

c. "Right now, earning money is more important than school. If I quit and get a good job now, I can get my diploma through night school any time."

d. "That journalism elective sounds like fun. I'm going to take it instead of English III."

e. "I guess I'll just take what counselors tell us to take."

GOAL F: Values of and for Others

The student will appreciate both the congruence and the conflicts of personal values and community values that are involved in living in society.

GRADE 10

Optimum Objective:	Diagnostic Objective:
The student will describe the resolution of a life situation in which a given (set of) community value(s) conflicts with and takes presedence over (a) given personal value(s).	Given a description of a situation involving a conflict or a choice of alternative values, the student will identify the personal and the community values involved.

1. (10:2a)

They planned the new freeway for ten years. For five years they have been buying up the houses of people who lived where the freeway would go. Some people did not want to sell their houses. This situation shows a conflict between a personal value and a community value. Which one of the following sets of values is involved?

a. Public transportation, versus private ownership

b. Public safety and security, versus private ownership

c. Public transportation, versus freedom of action on one's own property

d. Freedom of speech, versus right of recourse to redress in law

e. Public transportation, versus freedom of movement

2. (10:13d) 13d

A man was speaking at a public meeting. He was very angry, and his language became more and more abusive. Finally, another person in the room stood up and threatened to sue the speaker if he didn't take back his words and apologize. This situation shows a conflict between a personal value and a community value. Which of the following sets of values if involved?

a. Public transportation, versus private ownership

b. Public safety and security, versus private ownership

c. Freedom of speech, versus sanitation and public health

d. Freedom of speech, versus right of recourse to redress in law

e. Public safety and security, versus freedom of speech

GOAL F: Values of and for Others

The student will appreciate both the congruence and the conflicts of personal values and community values that are involved in living in society.

GRADE 12

Optimum Objective:	Diagnostic Objective:
The student will describe situations appropriate for the application of personal values or value systems.	Given the description of a personal value and of situations involving community action, the student will identify the situation appropriate to the personal value.

1. (12:11a)

If you want to be completely honest at all costs, and strongly disliked "secrets," which one of the following activities would you choose?

a. Participate in a neighborhood fund drive for the March of Dimes

b. Counsel clients at a drug abuse center

c. Participate in a phone campaign for a political candidate

d. Organize a "Help Line" for teenage runaways and their parents

e. Help interview people in a community alcoholism survey in your city

2. (12:19b) 19b

If you wanted to be free to be unique and do different things, away from "the crowd," which one of the following activities would be best for you?

a. Join in a neighborhood fund drive for the March of Dimes

b. Join Big Brothers or Big Sisters of America

c. Help in a phone campaign for a political candidate

d. Help in a phone campaign for a political candidate

e. Help in getting signatures on petitions for an animal shelter to be built in your area

3. (12:23d) 23d

Which ONE of the following activities would BEST illustrate the wanting to be an accepted member of an organized group?

a. Collect discarded bottles and cans in your area for recycling

b. Help out at a local nonprofit child care center

c. Start a petition to build a park in your area

d. Contribute your time to your favorite legislator's election campaign

e. Collect and find homes for unwanted pets

SAMPLE STRATEGY EXHIBIT 7

MEMORANDUM*

TO: FROM: Testing Department

SUBJECT: District-wide Assessment DATE:

The District Assessment Committee is currently meeting one of its major tasks, that of setting up the assessment calendar for the next year and hopefully for the next few years. The Assessment Committee is an enlargement of the old District Testing Committee. It is the direction of the Assessment Committee to examine all areas of assessment on a district-wide basis. In order for this committee to make knowledgeable judgments concerning the total district assessment program, as much information as possible must be made available to the members of the committee. There is representation on the committee from every administrative level. It is anticipated that representation from each of the teacher levels will also be included on the committee.

There are a number of ways for you to have your assessment ideas submitted to the committee for approval. One way is to contact the Testing Department directly with any proposals you may have concerning district-wide assessment; another is to contact your representative and give him/her your input. A third method is one which we are attempting to accomplish through the use of this memo. We are requesting that you complete the table on the following page if there is a specific type of test and/or assessment method that you would like to see at a given grade level. Assessment methods could vary from the simple surveying of teachers to determine if a given process is being implemented to the use of an observation instrument with on-site observations.

If possible, we would also like an estimate of the time it would take to administer this method of assessment in the classroom. For example, the director of reading will fill in each of the tests that are currently administered with corresponding amount of time taken for administration. In the case of curriculum areas where there is no district-wide assessment as yet, we would greatly appreciate these directors projecting any assessment in the next two years to indicate these in the appropriate rows. We would not, however, want to limit this input to the directors in each of the curriculum areas, since a number of principals have expressed the desire for a district-wide assessment in selected areas. We would like you to indicate these in a manner similar to those that the directors have used. That is, indicate the type of assessment or the assessment instrument and the time needed to complete the instrument. There is also a space provided at the bottom of this memo for any input you may have expressing your concerns about the total district assessment program for the next two years. Please return the completed table to me.

---

*Memorandum taken from Research and Evaluation Department, Mesa Public Schools, Mesa, Arizona 85203

Name: ___________________________________

ASSESSMENT NEEDS

Please check the appropriate boxes which indicate your recommendations for the type of assessment needed for each program by educational level. More than one box can be checked for a given program and level. Use the definitions in Part II.

1. Pre-Post objective based criterion testing
2. Theme or goal assessment
3. Affective assessment
4. Unobtrusive assessment

	Elementary				Junior High				Senior High			
PROGRAM	1	2	3	4	1	2	3	4	1	2	3	4
Career Ed.												
Guidance												
Drug Ed.												
Kindergarten												
Math												
Music												
Phy. Ed.												
Voc. Ed.												
Health												
Safety												
Written Com.												
Reading												
Science												
Social Sci.												
Art												

Comments:

PART II: DEFINITIONS OF PROPOSED ASSESSMENT METHODS

Pre-post objective-based criterion testing -- A method of testing, administered at the district level which would have a pretest administered sometime in the beginning of the year and a posttest administered in the fall of the year. It could be at selected grade levels or at all grade levels. The major method of implementation would be paper and pencil. This does not preclude, however, the use of behavioral or motor measurement (i.e., physical education, vocational education). The intent of this testing procedure is the implementation of an instructional management system based on selected objectives for which the pretest is used as a diagnostic instrument and the posttest is used as a determination of student mastery.

Theme or goal assessment -- A method of testing administered at the district level. The testing could be accomplished through the use of paper or pencil instruments or through some other method such as determination of motor skills in the physical education areas or by the completion of projects in vocational education or the creative arts. The paper and pencil instruments could be standardized tests or district developed assessment instruments designed specifically for the overall theme or goal of the curriculum area. The same would be true of the other assessment instruments, that is, they would be tied to the overall theme or goal of the curriculum area. It is anticipated that the theme or goal testing would occur in the spring of the year at selected grade levels, most probably terminal points in a student's educational program. They could, however, be used at each grade level with a pre- and posttest format in given curriculum areas.

Affective assessment -- Affective assessment may take the form of paper and pencil tests or structured interviews with students, parents, and staff. The main purpose of this method of assessment would be to determine selected populations' attitudes toward given curriculum areas and/or schools. It is anticipated that an instrument would be administered districtwide at selected grade levels, most probably the terminal points in the student's program as well as to samples of parents and staff members.

Unobtrusive assessment measures -- Unobtrusive measures are those that do not directly solicit a response by the student. They could be awards that students in a given curriculum area received or in a case of school evaluation they could be absence rates, vandalism, etc. Within this category would be measures which are not part of the underlying theme or goal of the curriculum area or school. They would be measures that are over and above the theme or goals outlined for the curriculum area and would be assessed as part of the goal-free evaluation of any program. These measures would be assessed systematically districtwide and reported at least annually.

RESULTS OF ASSESSMENT NEEDS SURVEY

1. Pre-post objective-based criterion testing
2. Theme or goal assessment
3. Affective assessment
4. Unobtrusive assessment

	Elementary				Junior High				Senior High			
PROGRAM	1	2	3	4	1	2	3	4	1	2	3	4
Career Ed.		X		X		X	X	X		X	X	X
Guidance		X	X	X		X	X	X		X	X	X
Drug Ed.		X		X		X	X	X		X	X	X
Kindergarten	X											
Math	X	X			X	X			X	X		
Music		X		X				X				X
Phy. Ed.		X	X	X		X	X	X		X	X	X
Voc. Ed.						X	X	X		X	X	X
Health		X	X	X		X	X	X				X
Safety		X	X	X		X		X		X		X
Written Com.	X	X			X	X			X	X		
Reading	X	X			X	X			X	X		
Science		X				X				X		
Social Sci.		X				X				X		
Art		X	X	X		X	X	X		X	X	X

STRATEGY: CURRICULUM INFUSION

INFUSE CAREER EDUCATION OUTCOMES INTO REGULAR CURRICULUM OUTCOMES AND TOTAL DISTRICT CURRICULUM EFFORTS

COST:

No additional cost if you have resource specialists in the district. Minimal costs when a regular scheduled curriculum revision or refinement task is being undertaken.

FINANCE STUDY IMPLICATIONS:

"...it seems quite evident that a great deal can be accomplished--and is being accomplished--with a very small amount of continuing money ...curriculum development. This should be encouraging to the board of education with modest funds. They can look upon career education as an economically efficient program." (page 31)

INFORMATIONAL STATEMENT:

Career education, to really work, depends upon ongoing curriculum development in the district. Any time a new programmatic effort can be infused into an existing curriculum structure, the cost is minimal, or at least it should be. Career education is just such a program. Usually, in most school systems, a particular discipline is undergoing revision or refinement. As a part of this task, educators should be asked to insure that career development concepts are interwoven into the content areas. This could be done at the goal statement level, goal indicators written as life-related outcomes, specific instructional objectives, activity ideas, media correlation. There are no subject matter areas in which some career development concepts can not be infused. The key is choosing those concepts which best fit a subject matter area. One caution, however, is not to have just one discipline delivering a particular concept. Several disciplines should deliver on a specific career development concept.

SAMPLE BOARD EXHIBITS:

The exhibit shown on the next page (Exhibit 5) is a very general one related to curriculum development. It does make a statement that ties into career education when it indicates that public education must respond appropriately to the many changes in society.

The second exhibit is a sample regulation that goes with the policy statement (Exhibit 6).

SAMPLE STRATEGY EXHIBITS:

Sample Strategy 8 is excerpts from a K-6 learning outcomes chart developed for parents (and teachers) in identifying sample learnings that students are to learn at a particular grade level and subject area. The first three pages are the top of the chart which describe the chart. The next few pages are excerpts from different sections with career development outcomes included in the subject areas.

The next sample (Strategy 9) consists of some excerpts from a similar chart at the high school level. A unique feature of this chart is a goal indicator statement which is life related as the major goal of the subject area. It is followed by essential skills that all students graduating from high school should achieve. It is then followed by standard of excellence outcomes for those students who are focusing some of their high school program in that particular subject area. The last excerpt shows the bottom portion of the subject area chart which describes three learnings for each high school course.

Strategy 10 is an example of a guideline which lists minimal career development outcomes, assessment idea, sample infusion activity, and media correlation.

The final sample strategy is taken from a social studies curriculum guide which has infused career education outcomes. (Sample Strategy 11).

SAMPLE BOARD EXHIBIT 5

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IF District Code:

CURRICULUM DEVELOPMENT
(Innovative Practices)

Rapid social change, technological development, and expansion of knowledge are facts of contemporary life. Public education must respond appropriately. It is imperative that individual schools, the school district as a whole, and the Board review and evaluate existing programs and practices, and adjust, modify, or change them to effectively meet the needs to students and the expectations of the community. Therefore:

1. The Board expects the administration and faculty tc be sensitive to changing conditions that may require changes in the curriculum.

2. The Board expects all programs to be under continuous evaluation to see that they meet the needs of children.

3. The Board expects the school system to undertake intensive curriculum evaluation and revision in certain areas as the need for this is demonstrated.

To help achieve these objectives, the superintendent shall establish a curriculum advisory council which will involve teachers and administrators in curriculum planning. The membership of the council will be representative of the teachers, principals, and special personnel of the district. The council will advise the assistant superintendent for instruction on matters related to the curriculum. Other advisory bodies--such as the career education advisory council--should also be involved where appropriate.

The Board will hear regular reports on district programs and ongoing curriculum study and revision. It shall consider recommendations of the curriculum advisory council for intensive curriculum study and may authorize the establishment of task forces to work in particular areas. Funds will be budgeted for such purposes.

Adopted: (date)

CROSS REFS.: IGA, Basic Instructional Program

A good strong policy on curriculum development is the crux of implementing a career education program--or any other instructional concept--in a school district. This policy, together with the regulation that follows, may serve as an example.

SAMPLE BOARD EXHIBIT 6

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IF-R
	District Code:

CURRICULUM DEVELOPMENT
(Innovative Practices)

All members of the staff share the responsibility for rational, sustained program improvement and institutional self-renewal. As they work with students, teachers must continuously examine and adjust their specific objectives and instructional practices in light of their students' needs and progress and in relation to the available courses of study. Working as a unit, each school staff must assess and adjust its objectives and programs in relation to the needs of its student body and its community. It is essential that the principal and faculty of each school maintain dialogue with its community and, at least annually, make a formal report about the school's program. Input from the business/labor/industry sector of the community will be sought and valued

The superintendent is responsible for establishing and supporting a climate and administrative practices that encourage program evaluation and improvement through rational change. Success in improving the instructional program, is an important criterion in the evaluation of administrators and supervisors.

The district staff must continuously seek out promising curriculum and instructional practices, instructional materials, organizational patterns, and other ideas and practices developed either within or outside the district; explore their potential for our schools; and disseminate them in ways most useful to teachers, schools, and communities.

All of these activities are essential if the school system is to maintain itself at the highest level of educational quality. When significant changes are called for, when new goals are established, or when more effective ways of attaining established goals are developed, the following guidelines will be used for encouraging and supporting these innovative practices:

A. The school system shall maintain a genuine openness at all levels toward innovative ideas and proposals for program improvement. The staff, both by attitude and by action, shall encourage innovative proposals from within the system and from without.

B. The proponent of an innovative idea - a student, staff member, parent, business/labor/industry group, or involved community member - may consult a teacher, a principal, or a member of the administrative staff for initial assistance and evaluation. If a person is in doubt about whom to contact, he should contact the local school principal. He shall be given information as promptly as possible as to the probable feasibility and need for the proposal, steps that might be taken, and persons who might be consulted in developing and implementing it. He should also be given assistance from appropriate personnel about how to develop, refine, and evaluate his proposal.

When the proponent of an innovation disagrees with a judgment rendered about the proposal or when additional assistance is needed, he may request the assistance and/or support of the proposal from other district staff members.

C. An innovative proposal must eventually give consideration to all the following criteria of sound planning:

1. Identification of the nature of the innovation, its rationale, and its relationship to existing programs
2. Clearly stated objectives, including criteria for appraising their achievement
3. Delineation of instructional materials, procedures, and strategies
4. Specification of required staff and staff training
5. Provisions for evaluation and assessment
6. Procedures for modifying the original objectives in light of the above or for dropping the proposal if warranted
7. Estimated costs of materials, equipment, additional personnel, and staff training

D. A staff member desiring to initiate proposals for innovative practices that involve a significant portion of the instruction of a full class or more of students, new units or courses lasting six weeks or longer, sensitive materials or topics, new instructional techniques, or staffing patterns should inform his resource teacher, administrator, or supervisor.

A principal should inform the office of the superintendent and, when required, request assistance. When the proposal appears to have potential for other schools in the district, the central office should disseminate information about it.

E. Any new course of study, district-wide testing program, or major innovation in instructional materials or media initiated by a central office instructional department will be submitted to the Council on Instruction for approval. Any new semester or full-year course originated by a school or area also shall be presented to the Council on Instruction for approval. These courses must also have the approval of the superintendent and the Board prior to implementation. Any units developed within existing courses of study for distribution to county schools and any course offering of less than 18 weeks duration for use county-wide shall be submitted to the Council on Instruction as information. Where appropriate, innovative proposals will also be submitted to the Career Education Advisory Council for consideration.

F. Those who are to be affected by an innovation - students, teachers, administrators, parents, and other community members and potential employers - must be both informed of proposals and involved in the significant stages of their development and implementation. Opportunities for understanding, questioning, and suggesting revisions must be provided each of these groups through presentations, informal meetings and conferences and through the use of questionnaires, surveys, and other data-gathering instruments, when these are warranted.

G. If innovation and change are to be effective in improving the quality of the learning environment, changes that are instituted must be evaluated carefully; and those innovations not fulfilling the objectives toward which they were directed should be either modified or dropped.

H. If the school system and the children it serves are to derive the maximum benefit from improvements and innovations, knowledge of these changes must be communicated to all parts of the system and segments of the community that might be affected or inspired by it. The school system must use all appropriate means to disseminate this knowledge.

Adopted: (date)

SAMPLE STRATEGY EXHIBIT 8

EXCERPT FROM K-6 LEARNING CHART*
WITH INFUSED CAREER EDUCATION OUTCOMES

SOCIAL STUDIES

Kindergarten

- Tells how family members depend upon one another for physical, social and emotional needs
- Tells what a home is
- Names different types of shelters
- Describes different sources for food, such as farms, gardens, and grocery stores
- Matches tools and materials with occupations
- Tells about types of recreation
- Identifies different types of communication and transportation
- Recognizes different personal characteristics
- Recognizes various attitudes people display
- Identifies the cause and effect relationship between people's needs and behaviors

First Grade

- Identifies ways that the physical environment affects how people live
- Identifies ways that cultural heritage affects how people live
- Recognizes how work affects family life
- Identifies enjoyable aspects of various occupations
- Explains how work performed by people we don't know helps us
- Shows which areas of a globe represent water and land
- Identifies neighborhood areas of homes, businesses, and recreation

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*Mesa Public Schools, Mesa, Arizona 1978

1 of 3

READING

Third Grade

- Shows understanding of what is read through recognition of main idea, details, inference, cause and effect, and logical conclusion
- Finds information with idexes and guide words
- Locates items on basis of alphabetical order of first and second letter
- Reads and interprets a newspaper TV schedule
- Reads and reports a simple story from a classroom newspaper
- Reads movie schedule
- Reads instructions on model
- Reads lables of all sorts
- Reads directions for games
- Reads library books
- Reads and follows recipes
- Reads billboards and signs

CITIZENSHIP

Fifth Grade

- Accepts personal responsibility
- Demonstrates dependability, reliability, honesty, and integrity
- Accepts own mistakes
- Works courteously
- Accepts personal responsibility in maintaining clean environment
- Matches problems with persons likely to solve them
- Works alone when appropriate
- Examines new ideas
- Explains how a supervised worker acts responsibly
- Demonstrates a positive self-image
- Shows interest in self-improvement
- Recognizes possible conflict between personal and community values
- Demonstrates an awareness that one is known by the quality of work one does

SAMPLE STRATEGY EXHIBIT 9

EXCERPTS FROM 9-12 LEARNING CHART*

EXPLANATION OF THIS LEARNINGS CHART

This learnings chart describes student knowledge, skills and abilities expected to be achieved by the end of high school coursework. The high school courses are described more fully in the Mesa Course Description Catalog (available upon request). Please note that not all courses are available at all schools. Refer to the Mesa Course Description Catalog for details.

- Each subject area includes a listing of courses and "performance indicators" -- some experiences that a student will have in the course.

- Included also is a statement of the goal of that subject area which states the overall aim of the teaching in that subject.

- Essential skills are described for each subject area. These skills are the minimum learning that students must accomplish by means of some coursework in that subject area.

- Standards of excellence are included in each subject area. It is anticipated that many students will be able to go beyond minimum attainment in their coursework. Achievement of the standards of excellence for any subject area will be recognized by a seal bearing the name of that subject area which will be added to the student's diploma. Other ways in which excellence is recognized in Mesa's four high schools are through course offerings, standardized testing, demonstrated skills and end-of-year awards and scholarships. A detailed explanation of these is available in the Mesa Public Schools' Standards of Excellence booklet.

Verification of a subject area's essential skills and standards of excellence will be the responsibility of that department at each school. A student's achievement of these will be verified through coursework, by means of existing competency testing, or by demonstration of completion of the skills by the student, based on previous knowledge.

It is the intent of Mesa Public Schools to provide an emphasis on the basic skills needed by all students, as well as higher goals and recognition for the many students able to go beyond basic skills. The recognition of the specific skills needed by all students is represented in the three graduation requirements which are consistent attendance, completion of the graduation skills, and completion of the credits required for graduation. The diploma options explain the added recognition of excellence available to those students who perform to high standards in one or more subject areas.

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*Mesa Public Schools, Mesa, Arizona 1979

This chart is for parents, teachers, and others who are interested in the way in which Mesa Public Schools is meeting the challenge of educating all students.

MATHEMATICS

Subject Area Goal:

The student will understand and become proficient in mathematical operations necessary for the students' chosen career or continued education.

Essential Skills:

The student will:

- Perform basic arithmetic operations necessary for making and receiving change, preparing a budget, filling in bank forms, balancing a checkbook, completing basic tax forms, doing comparison shopping, and dealing with weights, measures, calendars and clocks
- Apply basic computational skills to vocational needs such as figuring pay per hour and net pay
- Read and use standard and metric units of measurement

Standards of Excellence:

The student will:

- Complete all Essential Skills
- Score in the 96th percentile on the American College Test
- Perform complex mathematical functions, given a problem in geometry, algebra, or trigonometry
- Interpret charts, maps, tables and graphs, given examples of each

Courses and Performance Indicators:

M22 Basic Mathematics (Grades 10-12)

- Solves problems using addition, subtraction, multiplication, and division of whole numbers, fractions and decimals
- Solves geometric problems
- Passes the basic skills test at the completion of the course

TRADES AND INDUSTRY

Subject Area Goal:

The student will participate in career preparation experiences as determined by informed career decisions. Sufficient skills and knowledge will also be developed by the student to allow job entry.

Essential Skills:

The student will:

- Identify career fields most closely related to personal interests and abilities
- Identify occupational opportunities available locally
- Identify the requirements (skills and training) necessary for a selected occupation
- Identify and use five sources of occupational information

Standards of Excellence:

The student will:

- Complete all Essential Skills
- Prepare a resume of work experience and personal background data
- Apply and interview for a job
- List and develop ten skills necessary for an entry level position in a desired occupation

Course and Performance Indicators:

TI 40 Baking and Meat Processing

- Demonstrates the development of skills necessary to work in a commercial bakery and meat processing operation

* EXCERPT FROM MESA PUBLIC SCHOOLS, SOCIAL STUDIES GOALS AND OBJECTIVES K-6, MESA, ARIZONA

SAMPLE STRATEGY EXHIBIT 10*

GRADE 1

THEME People

	SOURCES OF INSTRUCTIONAL MATERIALS				
	HOLT DATABANK SYSTEM	CRAM MAP AND GLOBE PROGRAM	CAREER EDUCATION UNITS	AUDIO-VISUAL MEDIA	OTHER
II. THE STUDENT WILL UNDERSTAND THAT FAMILIES THROUGHOUT THE WORLD HAVE COMMON SOCIO-EMOTIONAL NEEDS, BUT THAT THESE NEEDS ARE MET IN DIFFERENT WAYS. THE STUDENT WILL:	Integrated throughout program, emphasis as noted				
A. Identify ways in which family members meet their need for recreation and socialization with other people. 1. recreation a. Japan--baseball, judo, camping b. Mexico--baseball, soccer, bullfighting c. France--soccer, camping, bicycle races 2. festivals a. Japan--kite day b. Mexico--Las Posadas c. France--Mardi gras	Basic Activities on page 88			Film #675 Japanese Boy: The Story of Taro	
B. Recognize the need for love, cooperation, communication and rules in a family relationship. 1. love a. each family member should feel loved and worthy of love b. family members should have a feeling of good will towards one another c. family members should believe in the importance and worth of every other person within the family			Unit C-29 Just Me	Film #129 Happy Helpers	Integrated Throughout Elementary Guidance Curriculum
2. cooperation a. willingness to share possessions with other family members b. willingness to help other family members 3. communication a. share thoughts and ideas with others b. express ideas effectively in spoken and written words c. willingness to listen to others 4. rules a. manners and behavior b. safety rules c. game rules d. home maintenance schedules				Film #215 Values: Cooperation	

GRADE 1

THEME People

	SOURCES OF INSTRUCTIONAL MATERIALS				
	HOLT DATABANK SYSTEM	CRAM MAP AND GLOBE PROGRAM	CAREER EDUCATION UNITS	AUDIO-VISUAL MEDIA	OTHER
C. Recognize how work and its rewards affect family members. 1. parents--satisfaction with happiness of children 2. income earners--being able to obtain things that must be purchased 3. employed members--satisfaction with doing their jobs well 4. children--feelings of responsibility after cleaning up room, helping sort clothes, etc.	Unit 4		Unit C-92 We Live Together Unit C-75 Economic Education Kit #164 Families In Action	Film #252 It All Depends On You	Elementary Guidance Cards. Primary Level "Values Clarification" Card # 1
STUDY SKILLS III. THE STUDENT WILL CONTINUE TO DEVELOP COMPETENCIES IN SKILLS RELATED TO THE ACQUIRING, ORGANIZING AND INTERPRETING OF INFORMATION. THE STUDENT WILL:	Integrated throughout program				
A. Acquire information through listening to teachers, classmates, tapes, etc.					Elementary Guidance Cards Primary Level "Self Control" # 1,6 & 9
B. Acquire information through viewing pictures, filmstrips, films, classroom activities, etc.					
C. Respond orally to questions posed by others.					
D. Contribute during classroom discussions.					
E. Identify an appropriate source of information.					
F. Acquire information through reading.					

STRATEGIES: MINIMAL GRADE LEVEL OUTCOMES AND INVOLVEMENT

DEVELOP A MINIMAL SET OF STUDENT EXPERIENCES THAT ARE TO BE INCORPORATED IN THE REGULAR CLASSROOM ACTIVITIES AT EACH GRADE LEVEL

INVOLVE THE INDIVIDUALS RESPONSIBLE FOR DELIVERY OF THE PROGRAM IN THE PLANNING ACTIVITIES

COST:

No additional cost

INFORMATIONAL STATEMENT:

Staff morale and commitment to a new program is crucial to its success. One strategy for obtaining their commitment is through involving them in decision making. Many districts who have successfully implemented career education have established career education task forces/committees to help in planning the approach to be used in implementing career education. There are several ways to use staff. One way early in the stages of a new program is in defining the program and identifying its parameters. One approach toward infusing career education in the regular on-going curriculum is to establish the minimal career education experiences for students by grade level.

SAMPLE BOARD EXHIBITS:

One board exhibit shown demonstrates staff involvement in decision making (Exhibit 7). The other exhibit (Exhibit 8) establishes specific guidelines for implementation of a Board policy on career education. The exhibit specifies staff participation and some expectations regarding student outcomes and experiences.

SAMPLE STRATEGY EXHIBITS:

Sample exhibit 12 presents minimum students experiences in career education that one school district set up through a task force approach for implementing career education. The task force was a no cost item and individuals were recognized for their involvement. Following the identification of minimal outcomes, two forms are shown which were used by each school to develop a plan of action for its implementation.

SAMPLE BOARD EXHIBIT 7

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: ABB (Also GBB)
	District Code:

STAFF INVOLVEMENT IN DECISIONMAKING

The Board recognizes the need for employee participation in decisionmaking for the school district. The knowledge and skills of the district staff are an invaluable resource for the Board in its policymaking process.

The superintendent shall develop with the professional and support staff channels for the ready exchange of ideas and feelings about the way the district operates. The superintendent shall weigh with care the counsel given by employees especially that given by groups representing large segments of the staff, and shall inform the Board of such counsel in presenting recommendations for Board action.

Committees may be established as necessary to recommend policies and regulations for the proper functioning of the district. When committees are established at the district level, employee groups will be asked to submit names of staff members to serve on such committees. However, the final appointments shall be made by the Board.

Positive change in the school's educational program can only be accomplished with the thoughtful contributions of those who are in daily contact with our students, the professional as well as the nonteaching employees of the district. Therefore, the staff shall also be encouraged to take an active part in school advisory committees, curriculum development committees, and career education councils.

Addopted: (date)

CROSS REFS.: BCF, Advisory Committees to the Board
BF, Board Policy Development
CH, Policy Implementation
IF, Curriculum Development

SAMPLE BOARD EXHIBIT 8

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAD-R District Code:

CAREER EDUCATION
(Occupational Education)

Specific guidelines for implementation of the Board's policy on career education are:

1. Students at all instructional levels will participate in the career education program.
    a. Each elementary school will develop a plan for students to participate in career awareness experiences.
    b. Each middle school will develop a plan for students to explore career options.
    c. Secondary schools will plan for students to continue exploration and participate in career preparation programs. They will also develop a plan of career guidance and job placement services to students.
    d. Individual school plans will be filed with respective area offices, office of associate superintendent for operations and the coordinator of career education, Division of Instructional Planning.
2. All schools will plan for increasing the quantity and quality of the career information materials available for instruction and guidance of students.
3. Area career education staff will serve to monitor career education programs in all schools in the area and will plan staff development experiences for school staffs in accordance with assessed needs.
4. A designated research assistant from the research and evaluation division, the coordinator of career education, and area level career education personnel will develop annually a summative career education report with recommendations.
5. The division of research and evaluation will be responsible for complete evaluation and reporting processes as related to the State Career Development Criterion-Referenced Testing program.

Issued: (date)

(Atlanta, Ga.)

SAMPLE STRATEGY EXHIBIT 12

MINIMUM STUDENT EXPERIENCES*

ELEM	JH	SH	
X	X	X	1. Each year each student will have experienced daily instruction which relates what is being taught in the regular curriculum to the world of work.
X	X	X	2. Each year each student will have experienced at least three formal activities which teach the concepts indentified in the CEAM (Career Education Accountability Model -- District Testing Program).
X			3. Each year at kindergarten through sixth grade, each student will have experienced a minimum of one career speaker per grade level.
X			4. Each fourth grade student will be encouraged to experience a discussion with his/her parent or a significant adult figure regarding the parent's/significant adult's career.
X			5. In the fifth grade, each student will have the opportunity to experience a minimum of one telelecture.
X			6. Each sixth grade student will experience a minimum of one parent/adult shadowing.
X			7. Each student will have the opportunity to participate in at least one parent (adult) /student study program (6-10 sessions) by the end of the sixth grade.
X	X		8. In each year from the kindergarten through eighth grade, each student will have experienced a minimum of one career related field trip.
	X		9. Each year, each seventh through twelfth grade student will have experienced a minimum of two hours of career center related activities.
	X		10. During the time between the seventh, eighth and ninth grades each student will have experienced a minimum of one individual or group career observation program (10 hours) on site visitation which the students observe/interview workers of their choice.
	X		11. Each student in the eighth grade and each student in the tenth grade will experience one career seminar (A program in which students are dismissed from class to go visit with a career speaker on campus for about an hour.)
		X	12. Each student, grades 10 through 12, will have the opportunity to experience, and be encouraged to participate in a minimum of one career exploration experience.

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*Mesa Public Schools, Center for Career Development

PRE-IMPLEMENTATION EVENTS, TIMELINES, INDIVIDUAL RESPONSIBLE

(Work Sheet)

Prepared by: ______________________

____

____

Student experience # __________

Student experience title __________

____

Page ____ of ____ pages

Directions: For each student experience identify suggested pre-implementation events/strategies which if completed should enhance the accomplishment of student experience. For each event specify suggested start and end dates keeping in mind the implementation timeframe of the student experience. Also indicate who should be responsible for delivery on the event. Use the material given to you by project staff and brainstorming ideas to come up with the events. Use the last column to identify any needed project staff human or material resource.

Pre-implementation Events/Strategies	Timeline		Individual Responsible	Project Staff Support	Comments
	Start	End			

222

STUDENT EXPERIENCE	BY WHOM	WHEN	WITH WHOM AND WHAT	Pre-implementation Events Strategies	Timeline Start	Timeline End	Individual Responsible	Project Staff Member	Comments
Each year each student will have experienced three hours of Career Development related concepts (as objectively specified in the CEAM) integrated with appropriate courses taken to being relevancy to that and other courses being taught.	Curriculum Committee	78-79	K-12 in appropriate	Annotated biblio. of all resource material by topic/outcome and grade level for CEAM model for all teachers.	9-78			CE Staff	
				Integrated with on-going curriculum with and through district curriculum committee.	1-77	9-78		CE Staff/ Curr.Com.	
In each year from Kind. through 8th grade, each student will have experienced a minimum of one career related field trip.				1-Maintain M.Johnson role.	Immed.			CE Staff	Should be continued evaluation of old & new site.
				2-Pre/post activity orientation for teachers who need or desire.	1-77	on-going	Designated person each school	Staff Dev.	Might be part of pre school orientation.
				3-Site visitation list with topical, annotated biblio.	11-76	1-77	" " "	M. Johnson	
				4-Pre-visit site orientation to purpose of visit.	1-77	6-77		CE Staff	Site should be advised of purpose pf visit. Could be done by a form sent out by visiting teachers prior to visit
				5-Articulation of visits to career outcomes by grade level.	9-77	on-going		CE Staff/ Task Force	Should be optional at 7th & 8th grade because of special problem.
Each year at K through 6 each student will have experienced a minimum of one guest speaker per grade level.	Teachers	76-77	All MHS feeder elem. schools.	1-Current list of willing & available people.	11-76	on-going		CE Staff	
				2-Orientation of guest speaker to purpose of visit.	11-76	on-going	Ind. Teachers		

Grade 8

Theme or Unit (if applicable) ______

Goal A: Personal Characteristics
The student will be familiar with personal characteristics and how they apply to self-understanding.

Objective(s)	Sample Classroom Activity	Instructional Resources
A8 The student identifies persons described by some given characteristic. **SAMPLE ASSESSMENT ACTIVITY** Give descriptions of several famous athletes and a list of characteristics (physical size, abilities, talents). The student identifies the athlete described by the list of characteristics.	SOCIAL STUDIES (Philadelphia Convention) While discussing the delegates to the 1787 Philadelphia Convention, take time to discuss characteristics of the delegates. Characteristics which might be discussed include age, physical attributes, social status, regional bias, etc.	Am I Worthwhile -- Part I (Kit #109) Am I Worthwhile -- Part II (Kit #111) (Located in the Career Education Media Resource Center)

STRATEGY: GRADUATION REQUIREMENTS

INCLUDE CAREER DEVELOPMENT SKILLS AS MINIMAL ESSENTIAL SKILLS AS A HIGH SCHOOL GRADUATION REQUIREMENT

COST:

No additional cost

INFORMATIONAL STATEMENT:

More schools, districts, and some states (e.g. Oregon) are requiring what are called survival skills, minimal skills, or essential skills as part of the graduation requirements. Attendance, or as some have put it "seat time" is no longer the requirement for graduation. Many competency based approaches are being implemented across the nation. Most of the career development concepts are indeed essential skills for our students to successfully function in our society. Career education can be an impetus to revamping graduating requirements. It is something most educators and boards have been desirous of doing and career education affords that special timing for change.

EXCERPT FROM NSBA CAREER EDUCATION: SUPPORT IN POLICY:

Rather than providing a board exhibit on this strategy, several statements from the NSBA work on policy are provided below. The following is taken from a "Briefing Paper".

"Your general policy on graduation requirements should tell what the prerequisites are for receiving a high school diploma in your district. Most policies in this category state how many hours of credit--in what subjects--are required under state law and Board Policy.

In states that also have legislation dealing with minimum competency requirements, the policy should set forth how those requirements can be satisfied. In particular, it should state standard and alternative ways of fulfilling the requirements for a diploma: what special arrangements may be made for students in special education programs, for example, and whether--and in what circumstances--you will issue "certificates of attendance" or "certificates of competency" instead of a regular high school diploma.

A commitment to career education often means you will have created possibilities for students to graduate in less or more time than the regular 13 years that span the K-12 curriculum. And if students can satisfy graduation requirements in alternative ways, such as through work experience credits, credit by examination, correspondence courses, or independent study, your policy should so state. Detailed administrative regulations could follow you IKF policy to spell out how and at what level the required units can be earned, how a requirement can be waived, how transfer credits are evaluated and accepted, and what substitutions and/or exceptions are allowed. Again, any arrangements for special education students, etc. Again, any arrangements for special education students, etc. should be treated in detail."

SAMPLE STRATEGY EXHIBIT:

The Sample Strategy 13 is an example of a graduation requirement statement and essential skills list. Note that most of the essential skills are related to basic career development concepts.

SAMPLE STRATEGY EXHIBIT 13

GRADUATION SKILLS - A PART OF GRADUATION REQUIREMENTS*

The Graduation Skills include learnings considered important to the students' success in society and in the world of work. Many of these learnings are taught in various courses in several subject areas. The Board feels that students participating in the regular academic program should be competent in the Graduation Skills at a level sufficient to enter a job or continue with education. Graduation from a high school is based on achievement of Graduation Skills and regular coursework.

It is recognized that some students, because of skill deficits or special educational needs, may not be able to achieve all of the Graduation Skills. In these cases, an alternative curriculum appropriate to the individual needs of such students will be provided.

Verification of the Graduation Skills will occur by course and by testing. In some cases, teachers will be responsible for checking the students' achievement of the skills. Frequently, students will be checked on the skills during coursework. In other cases, general knowledge or experiences will prepare the student for success in achieving the Graduation Skills. Other school personnel (nurses, coaches, etc.) may assist in the Graduation Skills verification process.

By graduation from high school the student will:

- Read on the 9th grade level, as measured by the Reading Proficiency Test (or alternate procedures)
- Read and understand instructions which require the student to fill in a voter registration form, simple tax forms, and credit applications
- Read selections from a newspaper, and state (1) the main points, (2) the purpose of the article, and (3) locate specific facts and details
- Write (using correct spelling, punctuation, and sentence form) informational notes, personal letters, and telephone messages
- Compute on the 9th grade level, as measured by the Mathematics Proficiency Test (or alternate procedures)

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*Mesa Public Schools, 9-12 Learnings Chart, Mesa, Arizona, 1979

- Use basic computational skills for personal and vocational needs such as filling in bank forms, making and receiving change, doing comparison shopping, and generally dealing with weights, measures, calendars and clocks
- Define a problem by identifying a need, use a variety of sources and techniques for data gathering, list alternative situations and possible consequences of various courses of action
- List or state the basic rights and responsibilities of a citizen within the American legal system
- Demonstrate the skills and knowledge needed to pass the written section of the State Driver's Test and describe basic motor vehicle laws and methods of safe operation
- Describe daily living practices which lead to good health and nutrition and physical fitness
- Demonstrate physical fitness by performing on at least the 30th percentile on a physical fitness test such as AAHPER (or alternate procedures)
- Demonstrate knowledge of appropriate responses to emergency situations by using techniques such as CPR, Heimlich Maneuver, and mouth-to-mouth resuscitation
- Describe basic desert survival methods such as maximum usage of available water, signaling, and providing protection from the elements
- Submit a plan regarding post high school educational/vocational plans
- Describe some ways employment information can be obtained, prepare a resume, complete a job application, write letters of application and take interviews
- Exhibit successful work habits including following directions, completing work on time, and accepting responsibility for tasks
- Identify local, state and federal government agencies which can assist a citizen in times of need

STRATEGY: MEDIA AND TEXTBOOK SELECTION

INCORPORATE CAREER EDUCATION CRITERIA INTO MEDIA AND TEXTBOOK SELECTION.

COST:

No additional cost

FINANCE STUDY IMPLICATIONS:

"...career education instructional materials charged to budget lines other than career education (page 20).

Corporations...non-cash contributions...a small part is in the form of...materials supplied by companies...print community resources, guides or supply instructional materials (page 1).

INFORMATIONAL STATEMENT:

In most cases, there is little need for a separate career education media budget. Look to areas where media is already being purchased. Do librarians/media specialists have a budget line? Encourage them to buy career related materials. Use a criteria checklist for purchasing media to insure that career development concepts are infused. When purchasing reading books have the titles be around career related topics. The ideas can go on and on in the area of media. Also, many corporations and community resources have instructional material free of charge. Pursue these carefully and if appropriate use them. Most Career Resource Centers can be stocked with 90% free materials.

A most crucial place career education should be considered (and it is at no cost) is in the area of textbook selection. Almost every year some textbook series is up for adoption, or supplementary materials are being suggested--especially at the secondary level. A staff member should be appointed to the district's textbook selection committee whose main interest is to insure that career education ideas are adequately represented in the recommended text. This individual could also be responsible for training each new committee on textbook selection criteria and thus be able to emphasize their consideration of career education in the recommendations they make.

SAMPLE BOARD EXHIBIT:

Exhibit 9 is provided as an example of a policy statement regarding free special interest materials.

SAMPLE STRATEGY EXHIBITS:

The first sample strategy (14) is a description of a textbook adoption process. The next sample strategy (15) is an example of a textbook criteria checklist. Over 50 criteria are used--several of which show career education criteria interwoven at appropriate points.

SAMPLE BOARD EXHIBIT 9

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IIAD (Also KFA)
	District Code:

SPECIAL INTEREST MATERIALS

Distribution of Material to Students and Faculty

Only when advertising materials can contribute significantly to the school district's instructional program or to general community betterment may they be posted, distributed, or used in the schools.

Each building principal must approve the content of all announcements and notices distributed to students or faculty by outside sources and those distributed by the faculty or students to individuals or groups outside of the building, except notices that are specifically approved by the superintendent's office. The content of any notice distributed by a central administrative department is the responsibility of the respective department head.

Sponsored Materials

Organizations, institutions, and individuals at times develop materials which are offered to schools free or inexpensively. As a general rule, sponsored materials present a particular point of view, and extreme care must be exercised in evaluating and using them. The responsibility for using sponsored material rests with the certificated staff member who recommends its use. In any questionable instance, the principal should be informed and will decide whether its use is in the best interest of the students.

Sponsored material must meet the same basic selection criteria as any other learning material, as well as the following special criteria:

1. Any expression of a point of view should be clearly identified.
2. Any advertising that appears on or with any material should be in good taste and unobtrusive.
3. The source of all material should be clearly identifiable.

Adopted: (date)

Materials developed by business/industry/labor groups can be and should be used in career exploration. Since they are usually highly promotional as well, the policy should require careful examination and approval of all materials.

SAMPLE STRATEGY EXHIBIT 14

TEXTBOOK ADOPTION PROCESS

Since many students, teachers and administrators will be affected by any textbooks eventually selected by the district, it is essential that the selection process be implemented in an orderly and responsible manner. The purpose of this document is to provide guidelines for the selection of textbooks in the schools.

Once the need for a new textbook is determined within a department/division, it is the function of the department head/division head concerned to notify the district curriculum consultant or director in that subject field of the need for evaluating textbooks that might be utilized. A minimum of three books should be analyzed.

The adoption procedures should be conducted under the supervision of the district director for the subject in question. The director shall involve principals, teachers, and parents in making the study and recommendations.

The specific criteria should be developed under the leadership of the director and submitted to the teachers and principals for modification before the actual survey of material is made. The general criteria of the district (follows immediately) must be used.

The recommended adoption procedures along with a timetable of events shall be submitted to the superintendency for approval before December 1 of each year.

The study group may assign weights to each section of the evaluation. This allows one area of the evaluation to be more critical than another area. The process must include conducting the evaluation, developing a timeline for completion, and periodically reporting progress to members of the department.

Upon completion of the study, a copy of the evaluation shall be approved by the department head, the principal, and the district consultant or director and submitted to the assistant superintendent in charge of curriculum.

The assistant superintendent for curriculum has the responsibility for making all books considered for adoption available to the school board and the community. He/she shall inform the board and the news media of the books being considered and the location where the materials will be displayed and available for examination. It is also the responsibility of the assistant superintendent to submit the request to the superintendent and the board. A summary of the evaluations along with the department comments shall be made available with the textbooks on exhibit.

1 of 2

If patrons file a written request to have a certain textbook withdrawn, the school principal where the request originated shall call a study session of school personnel and the complaining patron for the purpose of resolving any conflict. Parents from the school concerned may be asked to help resolve the differences. The results of the session shall be reported to the assistant superintendent and the superintendent. The superintendent shall then make a recommendation to the Board of Education.

For secondary textbooks it is a district requirement that the same text be used throughout the department for the course offering. However, a different text may be evaluated and purchased to meet individual needs of students who would not profit from the selected text. The same procedures must be used as prescribed above.

SAMPLE STRATEGY EXHIBIT 15

TEXTBOOK CRITERIA CHECKLIST

This checklist is designed to help you select the best textbooks for your purpose. Use it to compare the merits of a number of publications.

Directions: Assemble a copy of each of the textbooks and accompanying materials under consideration. Write the titles of the books in the spaces provided. For each book, work through a section of the checklist. Give each criterion statement a rating of 1-5 with 5 being the highest rating.

Textbook Number	Textbook Title	Name of Publisher	Copyright Date
1			
2			
3			
4			
5			

CHECKLIST

TEXTBOOK NUMBER					CRITERIA
1	2	3	4		**Outcomes**
___	___	___	___	___	1. Outcomes are consistent with the outcomes of the district.
___	___	___	___	___	2. Outcomes are expressed in terms of observable skills students are to acquire (instructional).
___	___	___	___	___	3. Outcomes are worthwhile for your students (Will they help them acquire a necessary life-skill?).
					Assessment
___	___	___	___	___	4. Diagnostic testing is available to identify student weaknesses while they can still be corrected.
___	___	___	___	___	5. End-of-program tests are available to measure all outcomes.
___	___	___	___	___	6. Easy-to-use scoring records.
___	___	___	___	___	7. Recordkeeping approach adequate to report individual and class achievement to various audiences (supervisors, parents, students).
___	___	___	___	___	8. Practicality of text and its materials for normal class size and/or organization.
___	___	___	___	___	9. Adequacy of separate supplementary activities for those students not reaching acceptable achievement levels on any outcome?
___	___	___	___	___	10. Easy to follow procedures.
___	___	___	___	___	11. Clarity of guidelines for scheduling or pacing.

TEXTBOOK NUMBER					CRITERIA
1	2	3	4	5	Classroom Application (continued)
___	___	___	___	___	12. Self-help materials are such that students can work with them independently, or with a minimum of teacher guidance.
___	___	___	___	___	13. Readability level of text match students' reading level.
___	___	___	___	___	14. Vocabulary and sentence structures appropriate for the students who will be using them?
					Instructional Strategy
___	___	___	___	___	15. Includes advanced organizers or anticipatory sets.
___	___	___	___	___	16. Text/materials reveal the objectives in learner terms to students.
___	___	___	___	___	17. Provides for motivational situations or activities showing perceived purpose -- why the student should learn the content.
___	___	___	___	___	18. Information given is current as it relates to our society today.
___	___	___	___	___	19. Activities provide direct practice on the content.
___	___	___	___	___	20. Materials/activities keyed to expected instructional outcomes?
___	___	___	___	___	21. Provides feedback to the direct practice?
___	___	___	___	___	22. Uses a balance of instructional strategies
___	___	___	___	___	23. Visually attractiveness and appeal of text for students.

TEXTBOOK NUMBER					CRITERIA
1	2	3	4	5	**Classroom Application** (continued)
					Content
___	___	___	___	___	24. Skills are sequenced logically, introduced carefully and reviewed periodically throughout the material.
___	___	___	___	___	25. Pictures, illustrations, other audiovisual components are integrated and compatible.
___	___	___	___	___	26. Adequacy of content information provided for students to attain instructional objectives.
___	___	___	___	___	27. Materials are compatible with the reading, spelling and language arts programs already being used.
___	___	___	___	___	28. Materials are compatible with the career education infusion approach being emphasized.
___	___	___	___	___	29. Information contained in the materials is factually correct.
___	___	___	___	___	30. Information is presented in a fair and impartial manner.
___	___	___	___	___	31. Materials portray racial, religious, and ethnic groups in such a way as to build mutual understanding, appreciation and acceptance.
___	___	___	___	___	32. Realistic representations of individuals of different ethnic and cultural groups (i.e., minority people are in all types of situations as opposed to being shown being supervised or taking directions -- minority people shown as thinkers, planners, highly skilled workers).
___	___	___	___	___	33. Realistic representations of individuals in different socio-economic levels?

TEXTBOOK NUMBER					CRITERIA
1	2	3	4	5	**Content** (continued)
___	___	___	___	___	34. Non-stereotyped and realistic representation of people in adult roles.
___	___	___	___	___	35. Non-biased approval toward males and females equal types of boy/girl activities as opposed to boys shown involved in one activity and girls in another; worker's performance of a member of one sex is not expected to be another; genetic term to be used include both males and females when sex is unspecified; deal with the increasing movement of both men and women into non-traditional occupations?
___	___	___	___	___	36. Lack of bias in representing exceptional (gifted, talented, disabled) people (e.g., are exceptional people stereotyped as to abilities or attitudes; is there an emphasis on the uniqueness of all workers rather than on the differences of workers with or without exceptionalities?)
___	___	___	___	___	37. Incorporates career development concepts and concepts are adequately infused into the material.
___	___	___	___	___	38. Text presents the content in terms of the world of work and society.
___	___	___	___	___	39. Careful consideration of use of portrayed violence.
					Format
___	___	___	___	___	40. Materials are not loo large, bulky, or complex.
___	___	___	___	___	41. Materials are relatively easy and convenient to use and store.
___	___	___	___	___	42. Can fit into suitable facilities and equipment of the district.

TEXTBOOK NUMBER					CRITERIA
1	2	3	4	5	Teacher Manuals/Guide
___	___	___	___	___	43. Attractively designed and packaged.
___	___	___	___	___	44. Manageability, durability, size of print, soft/hard cover (physical characteristics).
___	___	___	___	___	45. Easily understood teacher materials.
___	___	___	___	___	46. Extensive supplementary materials to meet needs for enrichment, remediation, independent study, etc.
___	___	___	___	___	47. Suggest activities beyond the lessons.
___	___	___	___	___	48. Outline of the scope and sequence of the text.
___	___	___	___	___	49. Clear correlation between assessment, text, supplementary materials.
					Previous Use
___	___	___	___	___	50. Data available that shows previous users attainment of outcomes.
___	___	___	___	___	51. Data presented in qualitative terms and not just in the form of a few endorsements.
___	___	___	___	___	52. Data indicate that the text will be effective in district teaching situation.
					Cost
___	___	___	___	___	53. Cost of installing text, in terms of time and money is acceptable.
___	___	___	___	___	54. Repeated costs over the year with respect to consumables are acceptable.

References: Checklist: Considerations in Selecting Instructional Products, Southwest Regional Laboratory for Educational Research and Development.

Checklist for Evaluating Instructional Materials for Reading, The Reading Leader, pages 5-6

STRATEGY: TASK ASSIGNMENT

IDENTIFY NECESSARY ROLE FUNCTIONS TO DELIVER CAREER EDUCATION ENDEAVORS AND ASSIGN FUNCTIONS TO EXISTING STAFF AS PART OF THEIR JOB DESCRIPTION

COST:

No additional cost

FINANCE STUDY IMPLICATIONS:

"These contributions come in various forms: the time of... counselors..-and others who participate in career education but are not charged to the career education budget: (page 20)

INFORMATION STATEMENT:

For this above strategy to work effectively, the district must have a defined set of student outcomes, experiences and delivery strategies identified. In the planning stages, it is suggested that a task force be established to determine all of these areas. As a part of their task would be the examination of current roles within the system and to specify which career education functions might be delivered by individuals already in the system.

Besides this being a no cost approach it also is the best known strategy for institutionalizing a program. If outside staff or new staff which are contingent to a special budget are the deliverers of career education chances are it will fail. There no doubt will be a person brought on board to assist those who deliver by coordinating the planning, staff development, and evaluation procedures. But external staff should not be the primary deliverers of the career education program. Again, this is a crucial strategy being proposed for long term efficiency.

First, someone must be charged with the responsibility for career education. It may be one of several responsibilities. The higher up this individual is in the organization the better chance for success. Perhaps this could be a curriculum person in large organizations or a counselor in a very small district. Find someone who cares.

Examine all the other roles. The principal can be in charge of a plan of action of his/her school; evaluate staff of career education competencies as part of the normal staff appraisal; work with community resource councils; coordinate school efforts. Teachers are the deliverers and should be so held accountable. Media specialists can select career related media; counselors can do the training. Subject area curriculum coordinators can incorporate career related topics in their training whether in the subject area or in instructional methods. The list of roles is exhaustic and don't forget the nurse, the custodian, the cafeteria worker.

It is suggested that a complete list of roles within a system be specified. Then after functions within career education have been identified, the matching can take place.

SAMPLE BOARD EXHIBIT:

One example of a board statement which infers a particular role function is presented. Board Exhibit 10 describes a statement on Career Guidance and Counseling.

As stated in the NSBA Career Education: Support in Policy document: "It should be noted that the central thrust of career education is to refocus the entire educational delivery system rather than to "add-on" new courses and programs." ...The document goes on to indicate why a school building level career education staff member is not recommended. "First it is based on acceptance of the notion that those things which are designated as 'everyone's business' quickly becomes 'no one's business.' Other education personnel assume that the 'problem' (whatever it may be) will be handled by the 'specialist' becomes more and more firmly entrenched as an educational 'add-on' while the rest of the system continues as is. The promise of true educational reform is lost."

The 'ideal' implementation pattern for career education is almost the direct opposite of this traditional model...All educational specialties (including all teaching fields) would become increasingly cognizant of their roles and responsibilities in career education...Implementation of career education will occur through 'people change' rather than through 'program add-on'. It will be evident in the attitudes and actions of people, but not in the addition of new courses, new kinds of teacher specialists, or new buildings. "The document was abstracted from A Primer for Career Education, by Dr. Kenneth B. Hoyt, Director, Office of Career Education, U.S. Office of Education, HEW.

SAMPLE STRATEGY EXHIBITS:

Since the major approach to institutionalization is to incorporate the functions into existing roles, one way of increasing the chances that this will happen is to write or refine job descriptions to incorporate the new role function.

NSBA has a document entitled "Job Descriptions in Education." Sample Strategy 16 is excerpts taken from this document to assist in the development of job descriptions. Sample Strategy 17 is a sample of a counselor's job description and a principal's job description -- both of which have incorporated a career education function.

SAMPLE BOARD EXHIBIT 10

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IJA*
	District Code:

CAREER GUIDANCE AND COUNSELING

At the junior and senior high school level, students increasingly need specific, individual help in selecting activities and courses best suited to their plans for work or continued education after they leave the district schools. Therefore, career guidance counselors will work closely with classroom teachers to help students examine and evaluate their abilities, achievements, interests, temperaments, and values in relation to career areas, and acquire decisionmaking skills for choosing career options, changing career directions, and planning for the realization of personal goals.

It is the wish of the Board that such guidance and counseling will be available to all students as they progress through their secondary school years. Teachers should take part in inservice workshops related to career guidance so that they may be alert to a student's needs for individual counseling or may schedule group counseling sessions for their students as necessary.

Particular care shall be taken in all forms of career guidance and counseling to eliminate all race, sex, and handicap job stereotyping. This will include care in the selection of materials, presentation of lectures, and placement of students in programs or courses.

Adopted: (date)

CROSS REFS.: AC, Nondiscrimination
IGAD, Career Education
IGAH/IGAI, Family Life/Sex Education
JB, Equal Educational Opportunities

*The * signals this is a specially created "breakout" subcode under the main topic, IJ, Guidance Program. The main policy under IJ would deal with all aspects of guidance and counseling, not only career guidance. If the Board's policy on career guidance is brief, you might prefer to include it in the main policy, perhaps set off by a side-head "Career Guidance and Counseling," instead of creating a special IJA* category for the purpose.*

SAMPLE STRATEGY EXHIBIT 16

WRITING JOB DESCRIPTIONS

The following are excerpts directly taken from an NSBA document titled "Job Descriptions in Education." *(underlining not in orginal)*

WHAT IS A JOB?

A job is a basic unit for an organization that has work to do. Control of each individual job is the school administrator's chief (means of regulating the direction and pace of the work by a jobholder), it becomes a dynamic unit which makes accomplishment possible. A custodian cleans a hallway. A typist types a report. A teacher teaches a child.

Technically and fundamentally, every job has the following characteristics:

> It is a group of responsibilities assigned or delegated by competent authority, requiring the full-time or part-time employment of one person...
>
> The responsibility and qualification requirements of jobs change from time to time, abruptly or gradually, and for a number of different reasons. When these change, the job itself changes...
>
> Although an employee's job consists officially of what is assigned to it by management, it consists actually of the responsibilities discharged by the employee. Something is wrong if the actual responsibilities differ from those officially set down for the job. Management must see to it that the differences are reconciled. Failure to do so results in a misassignment.

WHAT IS A JOB DESCRIPTION?

A job description is a permanent record of a management decision that somebody is to do certain work. Designed to meet the needs of both employer and employee, the job description is a kind of blueprint of one part of an organization. The description should and the good ones do--meet a variety of needs in the school community. What is a good and useful description? An effective job description has seven characteristics:

1. It identifies concretely the job's title.
2. It indicates the kind and extent of skills, knowledge, and abilities required in the job.
3. It makes clear the job's position in the chain of supervision.

4. It relates each job to its ultimate client--the student--and his/her goals.

5. It presents the major performance responsibilities which make up the job.

6. It states the terms of employment and the evaluative criteria for the job.

7. It provides for a review procedures and the incumbent's acknowledgement of the details of his job description.

WHY JOB DESCRIPTIONS?

1. A job must be described because it can mean so many things to so many people...

2. Properly used, it ties all the elements of the management-employee effort into a unified, concerted force...

3. The fact is that job descriptions work for the benefit of all members of the organization--and more and more professionals are coming to recognize that this is so...

4. The assignment of specific responsibilities to a job affect the structure and functioning of the school organization as surely as the design of individual parts affect the structure and functioning of a machine...

5. Job descriptions make the job possible, make managers efficient, and make the boards cognizant.

HOW DO JOB DESCRIPTIONS ASSIST MANAGERS?

1. ORGANIZATIONAL PLANNING. The job description is a basic resource for planning the ways and means by which a job will be done. It permits easy translation of a school system's organizational goals into the assignment of specific responsibilities to individual jobs.

2. BUDGETING. The job description is a basic resource for controlling operations to see that the job is done efficiently. A job description program (a) furnishes standard nomenclature which can be used to compile a meaningful statement of jobs within a school system and (b) provides logical functional groupings upon which compensation schedules can be based.

3. PERSONNEL ADMINISTRATION. The job description is a basic resource for selecting and developing the people who will do the job.

WHAT IS THE ROLE OF THE BOARD AND STAFF IN DEVELOPING JOB DESCRIPTIONS?

1. School boards are legally responsible for the on-the-job performance of every public school employee.

2. Obviously, the effective development of a job description program requires a clear agreement between the governing board and its management executive, the superintendent, as to the content and uses of job descriptions within its district. The board makes policy; the administration executes it.

3. The Job Description: Is It a Policy Statement? Not exactly. It is a document intended to implement policy. A school board policy, by standard definition, is a guideline adopted by the Board to chart a course of action. It tells what is wanted and perhaps why and how much. It is broad enough to admit discretionary action by the administration in meeting day-to-day problems, yet specific enough to give clear guidance. An administrative rule or regulation, on the other hand, is a document designed to put policy into practice. It is usually more detailed than a policy statement, telling such things as how, by whom, where, and when things are to be done. A job description is a kind of administrative rule.

4. The school's administrators are fully and exclusively responsible for deciding what large shape the job description program will take and what the specific content of each job description will be.

WHAT IS THE JOB DESCRIPTION PROCESS?

1. Management creates and designs the job to meet a specific need of the organization, and it determines broad responsibilities related to organizational goals.

2. The work supervisor initiates the job description action. For a vacant job, he/she writes the description. If the job has an incumbent, the supervisor works with him/her in preparing the description. The supervisor and the employee approve the content.

3. The job description is reviewed by designated administrators (or a program coordinator) to see that it meets a standard of adequacy.

4. The job description is entered in the District Manual in a predetermined organizational scheme.

5. The completed job description is used as a basis for the evaluation of the staff member's job performance.

6. Each supervisor periodically reviews his subordinates' job descriptions for currency. He sees that they are revised or amended as necessary in consultation with the employee.

WHAT ARE THE SUGGESTED INGREDIENTS OF A JOB DESCRIPTION?

1. TITLE: Standard titles are usually provided for all jobs.

2. QUALIFICATIONS: Here descriptions provide specific employment criteria.

3. REPORTS TO: The meaning is apparent: the location of the job in the organizational chain. To whom is the incumbent immediately responsible? Use only the supervisor's title.

4. SUPERVISES: If the job entails any supervisory responsibility, it is noted here. Some indication of titles and number of subordinates supervised should be given. If there is no supervisory responsibility, this heading is omitted in the job description.

5. JOB GOAL: The aim of this entry is to move the job description from the list of concrete assignments to a direct tie-in with the primary purpose of every school system: the best education possible for students. This is the statement that attempts to relate the job to the needs of its student-client. The school system exists for this young person -- and let every assistant superintendent, every coach, every speech therapist, every secretary be aware of this central reason for his/her job's existence.

   PERFORMANCE RESPONSIBILITIES: This is the heart of the job description. Here, we want to know the specific tasks that occupy an employee's work day. We list here the results of an objective job analysis -- an analysis that takes apart a job and schematizes it in terms of specific responsibilities, assignments, and obligations.

7. TERMS OF EMPLOYMENT: The phrases of this entry are the result of an employer/employee agreement about the job contract. The length of the contract (ten, eleven, or twelve month year) is indicated here and perhaps the salary and other mutually-agreed-upon contract terms. The school board, is of course, the authority for the establishment of these terms.

8. EVALUATION: If the job description is not to wither in a file, it must have a definite purpose in the employer/employee scheme. One obvious function is to serve as an instrument for performance evaluation. This entry relates the job description to the school system's evaluation machinery. It is an important statement. Without a companion job evaluation policy, the job description system will quickly break down.

9. APPROVED BY: Here the employee's immediate supervisor puts his name on the line and acknowledges the accuracy of the description.

10. REVIEWED AND AGREED TO BY: Here the employee records his agreement to the job description as drafted.

SAMPLE STRATEGY EXHIBIT 17

TITLE: Counselor*

QUALIFICATIONS:

Education: Should possess a postgraduate, special postgraduate, or advanced postgraduate certificate with a major in guidance and counseling or 21 semester hours of graduate credit as specified below:

1. Three sesmeter hours in basic school administration.
2. Six semester hours in school supervision.
3. Nine semester hours in curriculum.
    a. Supervision covering the elementary school level only (grades 1-6). Six of the nine semester hours must be earned in elementary school curriculum.
    b. Supervision covering the secondary school level only (grades 7-12). Six of the nine semester hours must be earned in secondary school curriculum.
    c. Supervision covering grades 1-12. 12 semester hours with six semester hours each earned in elementary and secondary school curriculum.

Experience: Work experience outside of the professional field of education is desired.

REPORTS TO: Jointly by the Director of Guidance and the School Principal

SUPERVISES: Not applicable

JOB GOAL:

- To assist the student in developing appropriate educational/career goals.
- To assist the student in becoming an effective personal problem solver who accepts responsibility for self.

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*Adapted from a position description used in Orange County, Florida

JOB GOAL (continued):

- To assist the student in developing an accurate and positive self-concept.

TYPICAL DUTIES:

1. Assist each student acquire and increase skills in the following areas:
   - a. personal problem solving
   - b. educational and/or career planning
   - c. self-concept building
   - d. development of decision-making skills
   - e. development of a sense of responsibility for self
   - f. development of respect for rules, orderly process, and the rights and needs of others.
2. Consult with other educational staff relative to all aspects of providing an optimum learning environment for students.
3. Act as a trainer of teachers and other educators in career education ideas.
4. Act as a liaison between the school and the community to the end that the needs and resources of both are utilized to the best advantage of the student.
5. Act as a special liaison between the school and parents.
6. Conduct parent study sessions on career development concepts.
7. Become aware of both in-school and out-of-school referral sources of help for students with special needs and make appropriate use of such resources.
8. Be supportive of the total guidance department and work toward attainment of department goals at both school and district levels.
9. Supervises the Career Resource Center.
10. Prepares multi-media presentations describing career guidance and its relationship with career education.
11. Performs other duties and assignments as designated.

TERMS OF EMPLOYMENT:	9½-month teacher contract
EVALUATION:	Performance of this job will be evaluated in accordance with the Board's policy on evaluation of professional staff.

TITLE: Principal*

QUALIFICATIONS:

1. State teaching and administrative certification.
2. A minimum of three years of successful teaching experience.
3. Specific administrative experience through internship and/or previous employment.
4. Professional growth evidenced in program completion in educational administration.
5. Confidence in academic areas with satisfactory scholarship.
6. Emphasis will be given to evidence about the applicant which indicates:
    - a. Effective personal relationships with students, teachers, administrators, parents and the community.
    - b. Effective educational leadership in the profession through membership and participation in the community and in professional organizations as well as activities with students, teachers, community and individual projects.
    - c. Effective organizational ability in all aspects of educational programs
    - d. Skill in effective decision making.
    - e. Ability to communicate effectively with faculty and student body.
    - f. Forward looking in educational views and evidence of a willingness to accept change.
    - g. Demonstrated competence in planning and developing educational facilities.

JOB GOAL: To make the school facility an attractive, pleasant, and productive place in which to work and learn.

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*Adapted from a position description used in Orange County, Florida

REPORTS TO: Superintendent*

SUPERVISES: All personnel serving in assigned school

PERFORMANCE RESPONSIBILITIES:

1. Provide exceptional instructional leadership and management in developing a productive learning climate.
2. Implement a program of studies in accordance with established district standards.
3. Insure that career education is adequately infused into program of studies.
4. Supervise the guidance program to enhance individual student education and development.
5. Evaluate the school's instructional strategies and make adjustments as necessary in order to achieve success in all programs.
6. Supervise and evaluate staff members in accordance with district procedures.
7. Safeguard helath and well being of pupils and staff.
8. Implement a program of close relations with school patrons especially community resources.
9. Maintain and improve the physical aspects of the school plant.
10. Administer the financial budget of the school plant and program.
11. Select, orient, and develop school personnel.
12. Implement Board policies and administrative rules and regulations relating to the school.

TERMS OF EMPLOYMENT: Eleven-month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with the Board's policy on evaluation of professional staff.

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*Adapted from a position description in the NSBA document on Job Descriptions

STRATEGIES: PROGRAM COORDINATOR

HAVE SEVERAL DISTRICTS HIRE ONE INDIVIDUAL TO ASSIST IN THE IMPLEMENTATION OF CAREER EDUCATION

DEVELOP A JOB DESCRIPTION OF THE PERSON BROUGHT IN TO ASSIST IN THE IMPLEMENTATION OF CAREER EDUCATION WHICH DOES NOT HAVE THE INDIVIDUAL RESPONSIBLE FOR ACTUAL DELIVERY BUT USING EXISTING PERSONNEL

COST:

The cost of the person only for planning and installation. The program should be so built that the individual would not be hired for the long-term maintenance of the program.

FINANCE STUDY IMPLICATIONS:

"...most districts charge someone with the responsibility for career education, either as an exclusive specialty or as one of several responsibilities. Evidently, experienced school districts find that someone must be in charge...Even in the smallest of budgets, the career education coordinator's salary (or part of it) is a standard fixture." (page 11)

INFORMATIONAL STATEMENT:

When the finance study was taken most systems still had available outside dollars. This may explain why the coordinator's salary is a standard fixture. It is recommended that unless you are "rich," the coordinator's position be one of possible elimination. Remembering a previous statement in this document, however, there must be someone charged with the responsibility, but it need not be his/her only responsibility.

How this person's job is defined is a very important consideration. This individual should not in and of himself/herself be responsible for delivering career education. He/she should be responsible for insuring that career education is delivered.

There is quite a difference in these two statements. The person's role in the beginning stages should be of bringing people together to define career education, to identify grade level student objectives, to design evaluation instruments. Then this individual should be responsible for training all educators and community resources. If the coordinator's job description is correctly written, the individual will have the responsibility for examining roles and functions within the system that can handle career education delivery. This person would have as his/her responsibility the training and monitoring of these roles/functions until the program is installed.

SAMPLE BOARD EXHIBITS:

Three relevant exhibits are included in this document. Exhibits 11, 12 and 13 are statements on relations and shared services with other school districts for individuals who might be sharing career education coordination responsibilities.

SAMPLE STRATEGY EXHIBIT:

The sample strategy presented (18) is a job description of a Career Education Coordinator. Note the emphasis placed on planning, staff development, and evaluation. Also note the special statement regarding the length of possible service. This allows the individual to recognize that the position will not be considered a permanent one. If boards of education and superintendents would examine old program efforts that are now an integral part of the system, what may be found might be high staff costs and power structures difficult to change even though it might be desired. Setting up this structure suggested in this document may well eliminate this type of financial problem.

SAMPLE BOARD EXHIBIT 11

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: LB District Code:

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

Intergovernmental agreement

The Board of Trustees of this school district has joined in an intergovernmental operation agreement with the other 12 elementary districts in the metropolitan area and the Union High School District in order to cooperate with them in curriculum and instruction development projects. Such projects shall include, but not be limited to:

1. Development of K-12 performance goals and objectives for reading, writing, and computation skills.
2. Development of diagnostic procedures, including criterion referenced tests, to assess each learner's position relative to the specific objective(s).
3. Testing services, including bulk purchasing and scoring and reporting of student progress.
4. Identification of alternative learning procedures and settings available for use with learners not achieving specific objectives, and specification of the resources required to implement these procedures (prescriptive instruction).
5. Development of learner achievement data to be provided to each agency member in order to assist in compiling public or annual reports of student progress.

The intergovernmental agreement shall be reviewed by the Board in May of each year, and shall be continued for one-year periods at a time if the Board deems continuation of the agreement to be in the best interest of the district.

By joining together with its neighboring districts, this Board hopes to expand learning opportunities for its students and to make better use of the resources the area schools have to offer.

Adopted: (date)

CROSS REF.: LBA, Shared Services

Many career education programs are also being developed by intermediate service units for several districts together. Your board policy can be supportive of such efforts.

SAMPLE BOARD EXHIBIT 12

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: LB/LBA
	District Code:

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS/SHARED SERVICES

It shall be the policy of the Board to collaborate whenever possible with other school districts, with BOCES, and with other local, state, and regional organizations in matters of common concern.

This cooperation shall extend to such areas as joint educational services, research, exchange of data and information, coordination of curriculum, coordination of school activities and calendars and cooperative use of facilities.

This district shall be alert to opportunities to share necessary services with other districts. Among the services the district will seek to share are those of a career education coordinator, who shall be in charge of matching the needs of area students to the resources available in the districts he or she will serve.

Before joining in any collaborative programs or participating in joint educational services with other districts, the Board shall carefully weigh the desirability and feasibility of such collaboration, and shall make sure that in all instances the best interests of the district's children are served.

Adopted: (date)

In many instances, small school districts may need to join forces in order to make it feasible for them to have a community career education coordinator. The Office of Career Education (USOE) discourages career education coordinators at the building level, but feels each school district should have such a coordinator at the district level; several small districts could share the services of one coordinator.

SAMPLE BOARD EXHIBIT 13

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: LBA District Code:

SHARED SERVICES

Although the ____________ Vocational and Technical High School offers programs on the high school level, it is not in competition with the local high schools in the area. Rather, the county vocational system supplements and enhances the programs offered elsewhere and thus provides youth with a wider educational choice. This results in public education coming closer to the ultimate goal of providing the best education possible for all the children of all the people.

The district seeks the cooperation of all schools in the area in identifying the students whose best opportunity for educational and occupational success will come from the programs offered by the Vocational and Technical High School.

It shall also work with other school districts in extending programs in which students take academic courses at their local high schools and occupational training at the county high school.

County Coordinating Council for Career Education. In an effort to coordinate the career education offered by various schools throughout the county and prevent unnecessary duplication, the Board establishes a County Coordinating Council for Career Education. The Council shall make recommendations to the Board, as well as to Boards and the administration of other districts and institutions. Council membership shall be limited to approximately 15. Members shall include:

1. Superintendents of local districts in the country
2. Representatives of local boards of education and the Somerset County Board of Vocational Education
3. The superintendent
4. The county superintendent
5. The president of the Somerset County Community College.

Other members may be nominated by the Board. As much as possible, these members shall be recruited from the business/labor/industry community in this area.

Adopted: (date)

CROSS REF.: BCFA*, Career Education Advisory Council

This policy is from a County Vocational and Technical High School, but it contains some language that may be useful for local K-12 districts as well.

SAMPLE STRATEGY EXHIBIT 18

TITLE: Program Coordinator of Career Education*

QUALIFICATIONS:

Education: Should possess a postgraduate, special postgraduate, or advanced postgraduate certificate. Thirty semester hours earned in the five sub-areas listed below with at least three semester hours presented from each areas 1 through 5. Only graduate credit shall be used to satisfy these requirements.

1. Organization, administration and management of special programs.
2. Administration and supervision.
3. Instructional programs and curriculum.
4. Supervision and development of the education staff.
5. School-community, employee-employer relationships, interpretation of school program and socio-economic foundations of school policies.

At least 12 of the 30 semester hours required shall have been completed within the five-year period immediately preceding date of application, or the applicant must have had three years of experiences as an administrator or supevisor in a secondary or vocational school within five years immediately preceding date of application.

Experience: Must have had three years of successful teaching experience. Successful teaching experience must be by the responsible school official under whom the applicant taught.

REPORTS TO: Assistant Superintendent for Curriculum.

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*Taken in part from a professional staff position used in Orange County, Florida.

SUPERVISES: Secretary

JOB GOAL: To direct the planning, staff development, and evaluation of the total career education effort, which serves all schools. To work with the various directors, principals, and other personnel to incorporate into their roles and functions the concept of career education.

TYPICAL DUTIES:

1. Develops a plan of action for implementing career education as an infused approach.
2. Identifies roles and functions within the system which could deliver career education.
3. Coordinates a career education task force to design the district's career education program.
4. Assumes responsibility for identified individual performance objectives as outlined in the management plan for implementing career education in the district.
5. Develops and refines grade level objectives and an instructional management system.
6. Designs, coordinates and delivers training for all personnel of career development concepts and their implementation.
7. Prepares multi-media presentations describing career education.
8. Acts as a liaison person between the district and community resources.
9. Performs other duties and assignments as designated by the Assistant Superintendent.

TERMS OF EMPLOYMENT: 11-month contract. It is anticipated that this position (which is a tentative one) will only be in existance three years.

EVALUATION: Performance of this job will be evaluated in accordance with the Board's policy on evaluation of professional staff.

2 of 2

STRATEGY: ONGOING STAFF DEVELOPMENT ENDEAVORS

HAVE ALL STAFF DEVELOPMENT ACTIVITIES ONGOING IN THE DISTRICT WEAVE IN CAREER DEVELOPMENT CONCEPTS

COST:

No additional cost

FINANCE STUDY IMPLICATIONS:

"an infused budget signifies that career education is so important that it has been made a regular part of all school operations and is financed as an integral part of all operations." (page 17)

INFORMATIONAL STATEMENT:

For years (whether good or bad) staff development offerings have taken place. Recently, there has been a strong movement for the refinement of staff development offerings to be relevant and interesting. Staff development has become an integral part of the staff appraisal and professional growth plans.

It is usually quite easy to examine current staff development offerings and incorporate career development concepts into them. For example, training for administrators in how to work effectively with community groups can talk about working with them in ways to make the curriculum offerings more relevant to the needs of students. All subject area training can incorporate career development concepts in them as a vehicle. For instance, reading strategies can use career-related reading material. In a mathematics class, if gaming strategies are going to be taught, the games could center around math and career applications. Suppose teachers are being trained in how to write instructional objectives. The objectives could be career-infused objectives. When one starts thinking about it, it really becomes quite simple. Yet, few districts are doing this.

SAMPLE BOARD EXHIBIT:

A board statement regarding professional staff development opportunities is displayed in Exhibit 14.

SAMPLE STRATEGY EXHIBITS:

Most districts are recognizing a need for district guidelines for offering staff development activities. Sample 19 is a suggested set of guidelines which set up a clearinghouse function to eliminate duplication, schedule conflicts, the same personnel receiving most of the training, and other problems. Sample 20 includes a set of criteria one could use with individuals responsible for developing inservice offerings. It is at this point career education has been incorporated.

SAMPLE BOARD EXHIBIT 14

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCL
	District Code:

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

It is the Board's belief that continuous quality performance from each of its professional staff members requires continuous upgrading and updating of professional skills.

Consequently, the Board shall make every effort to support, provide, or facilitate programs and activities whose purpose is specifically to advance professional growth Such opportunities shall include special inservice courses and workshops, and adequate professional library, assistance from supervisors and consultants, and--within budgetary limitations--school visitation and attendance at professional conferences and meetings.

The Board further believes that the most promising and relevant activities of inservice education can be obtained by providing an opportunity for teachers to participate, along with administrators, in the planning of these programs.

The superintendent shall annually present the planned program of inservice education to the Board for its review and approval.

In recognition of, and as an incentive to, professional development, the salary schedules of the district shall reflect advanced training.

Staff Development in Career Education

Staff development is a vital component of any curriculum development or revision effort. As career education emphasizes process as well as content, a complete staff development service program is essential. To participate effectively in career education, the professional staff as well as community representatives must be oriented to the concepts, processes, and strategies associated with career education in its various phases.

The Board wishes to encourage two types of staff development with regard to career education: general and specific.

1. General. The general staff development program will:

   - Orient participants to the meaning and mission of career education
   - Focus on the nature of career development in youth
   - Acquaint participants with the types of experiences that are appropriate for students at various stages of career development
   - Emphasize the relationship to school and community in career education efforts

- Be designed for staff members at all levels, K-12
- Be designed cooperatively with personnel from Staff Development Academy and from institutions of higher education
- Include self-instructional and multi-media materials as needed
- Provide that most experiences carry either college or inservice credit

2. Specific The specific staff development programs will:

- Be designed to prepare staff members and community persons to use or participate in specific career education instructional strategies
- Include experiences related to use of instructional techniques, equipment, and materials associated with a given strategy
- Be developed during the production sequence of each career education strategy
- Include self-instructional and multi-media materials as required

Adopted (date)

CROSS REFS.: GCLA, Professional Staff Visitations and Conferences

The need for staff development and the lack of competent people to train staff were among the biggest problems in implementing career education, according to respondents to a nationwide survey of local school districts conducted in 1975. The fulfillment of that need was rated by state education agencies as the most important area for federal leadership and support.

Since career education is a "people change" rather than a "program add-on" effort, Board policies with respect to inservice education of professional staff members are of crucial importance in career education.

However, a policy on inservice training should deal with more than just career education. Any number of curriculum changes and trends--education for all handicapped children, increased emphasis on the basics, etc.--will bring with them the need for staff training. Therefore, Board policy in this area should cover the Board's wishes for inservice training in any area. This general policy might then be followed, as in the example shown here, by guidelines for specific inservice programs the Board wishes to give special attention to.

SAMPLE STRATEGY EXHIBIT 19

STAFF DEVELOPMENT MASTER CALENDAR GUIDELINES*

These guidelines outline the procedures any individual or department responsible for providing district staff development offerings is to use to insure that the inservice activities are approved and cleared for placement on the District Staff Development Master Calendar. In addition, this document presents some background information to the need for such guidelines.

WHY IS THERE A NEED FOR INSERVICE CLEARANCE AND A MASTER CALENDAR?

Increasingly each year more inservice activities are being provided by numerous district departments/units. This practice is to be encouraged as we attempt to meet the diverse needs of both bertificated and classified district employees. As in-serve offerings increase--whether they be a one clock hour, non-credit training activity or a 45 hour three credit hour training class, several problems have become apparent. Some of these include:

- conflict in dates in scheduling inservice activities between inservice offerings
- conflict of inservice offerings with other district events
- overload of activities on same day requiring teacher substitutes depleting supply of qualified substitutes
- repetition or duplication of offerings from various departments
- frequent involvement of the same individuals/schools in various inservice offerings.
- lack of coordination between departments offering in-service
- less than effective communication to district personnel of inservice offerings

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*Adapted from Guidelines by Department of Staff Development, Mesa Public Schools, Mesa, Arizona

It is therefore recommended that:

- a department in the district be assigned to serve as a clearinghouse of proposed and on-going inservice activities. Records should be kept noting time, date, place, type of inservice, and individuals participating. This will insure overall coordination and on-duplication or replication of program by participants, etc. It should act as a dissemination arm of those conducting inservice; insure widespread notification of training endeavors through newsletters and any other means of publicizing.

- It is also recommended that a set of procedures be established through which approval for conducting training activities/programs in the district is obtained, that a line of approval be established and the procedures for approving participant application be also written.

WHAT IS THE MASTER CALENDAR?

A large, daily calendar by months is to be located on a wall in the department. Each inservice activity will be listed on this calendar by dates including topic, time, coordinator, participant types, schools/departments involved, etc.

Data from this calendar will be submitted each week for placement on the green weekly calendar which is distributed to all district administrators.

WHAT IS CONSIDERED AN INSERVICE OFFERING WHICH MUST GO ON THE MASTER CALENDAR?

Any inservice offering--credit, noncredit, or incentive points of any length (i.e., 30 minutes to 45 hours) which is formally offered to several individuals from two or more schools /departments with a similar training need should be cleared on the calendar.

This would also include resource specialists who are not assigned to schools, working with one or more teachers in a school, or a supervisor with his/her staff - if substitutes are involved.

WHO SUBMITS INSERVICE OFFERINGS FOR MASTER CALENDAR CLEARANCE?

Any individual proposing to offer any type of formal inservice activity must follow the guidelines.

HOW SOON BEFORE THE INSERVICE ACTIVITY MUST THE REQUEST BE SUBMITTED?

Hopefully, Fall activities can be submitted in the Spring of the previous year, and Spring offerings in the Fall. This will allow the offerings to be "advertised" in the Professional Growth Catalog. Dates for submission to clear in time for the catalog are November 1st for Spring, and April 15th for Fall offerings.

At least three weeks will be necessary to clear other kinds of inservice offerings unless substitute teachers are required. When substitute teachers are needed, at least five weeks is required. A limit of 30 substitutes per activity has been established. Obviously, some last minute requests can be accommodated, but with reluctance.

Also, the sooner the activities are placed on the calendar, the better. It is a first come, first served policy.

WHO WILL APPROVE THE INSERVICE OFFERINGS FOR PLACEMENT ON THE MASTER CALENDAR?

The superintendency meets once a week and will approve non-credit formal inservice offerings for both certificated and classified personnel. Credit inservice offerings will be approved by the Staff Development Advisory Council, and incentive point inservice offerings by the Classified Incentive Point Committee.

In addition, the curriculum specialists which meets monthly will discuss, when appropriate, ways to better coordinate inservice offerings. A Staff Development Committe, comprised of both certificated and classified representatives, will meet several times throughout the year to advise on these guidelines and inservice offerings.

ARE THERE ANY TIMES WHEN INSERVICE ACTIVITIES SHOULD NOT OCCUR?

Yes, the disign committee has indicated that inservice activities should not be scheduled during the following times:

- first and last week of school year
- week before Christmas
- week before Easter
- near and on official holidays
- parent-teacher conference times

IS THERE ANY CURRENT FOCUS OF INSERVICE?

All inservice offerings are to include current district priorities wherever possible. This year's priorities include:

- infusion of career development concepts into the discipline
- management of classroom environment
- positive discipline approaches

IS THERE A LIMIT TO THE NUMBER OF INSERVICE DAYS A PERSON CAN HAVE WHICH TAKES THEM FROM THEIR REGULAR ASSIGNMENT?

Obviously, those in need should receive the training. There is a small but potentially large problem developing, however. It was found in investigating the problems related to these guidelines that some individuals (usually outstanding people) are recipients of more training than one might think advisable, let along implemented in a given period of time. We do not wish to penalize these enthusiastic individuals, but do feel that every effort should be made to provide as many individuals as possible with these all day training opportunities. Therefore, it is recommended that:

- District personnel will be limited to two days of inservice per year which take them away from their regular assignment. (Appeal is available with the approval of the individual's immediate supervisor.)

This, of course, does not apply to inservice days when students are not in attendance (i.e., Professional Day, District Inservice Days).

It will be the responsibility of each supervisor to insure that this procedure is adhered to. At this time, no district centered on this data will be kept.

WHAT PROCEDURES ARE THERE AFTER THE INSERVICE ACTIVITY HAS BEEN COMPLETED?

For all formal inservice offerings, the instructor/coordinator will be required to complete the Inservice Participant Listing Form in duplicate and return it to Personnel for recording within one week after completion of the activity.

Information from this form will be recorded on the school/department Inservice Record

The activity will be recorded as offered chronologically, and participants in that activity will be recorded by school. This will permit administrators to see the individual teachers, schools, and departments most actively involved in Staff Development activities.

TO TAKE PART IN AN INSERVICE ACTIVITY FOR CREDIT OR INCENTIVE POINTS, WHAT ACTION NEEDS TO BE TAKEN?

For certified personnel: If university credit is involved, the individual is required to complete a PARF and send it to Personnel prior to the starting date of the activity. If inservice credit is involved, the individual is required to complete a PARF immediately upon completion of the course.

For classified personnel: Incentive points require a PARF to be completed and sent to Personnel prior to starting a course.

SAMPLE STRATEGY EXHIBIT 20

CRITERIA FOR INSERVICE OFFERINGS

In designing/refining an inservice offering whether for one hour or 15 hours, the following format should be used. The session courses should have an outline which includes goal, need, approach, outside assignments, evaluation and objectives by sessions. This requirement enhances the development of inservice courses greatly.

After the outline is specified the following criteria for selecting or developing effective training activities/programs should be followed.

1. The training activity/program must specify desired participant objectives and ways in which the obtainment of objectives will be evaluated.
2. The training activity/program must be relevant to the desired participant objectives.
3. The training activity/program must be aimed at improving skills or attitudes of members in the program.
4. The activity proposed must in fact have characteristics which make it a training activity.
5. The training activity/program must encourage a constant interplay between the job situation and the training group whenever possible.
6. The training activity/program must support on-the-job experimentation whenever possible.
7. Whenever possible, a training activity/program that covers more than one content area should be coordinated between district specialists (upon availability).
8. The training activity/program if instructional or curriculum in nature, should incorporate current district priorities -- currently the weaving in of career development concepts.
9. The training activity/program must contain a provision for its own evaluation and self-correction.
10. The training activity/program must allow prospective participants to know exactly what is to be expected so educators may determine if they wish to participate.

STRATEGY: OTHER AGENCIES TRAIN

USE OTHER AGENCIES TO SPONSOR AND DELIVER CAREER EDUCATION TRAINING

COST:

No additional cost

FINANCE STUDY IMPLICATIONS:

"...non-cast contributions...includes university training programs not financed by the local school district, but paid for by state or Federal funds. A number of states supply funds to universitities to train local school district personnel.... (page 20)

"...philanthropic foundations, corporations, and other sources such as labor unions and voluntary organizations should be approached not for cash but for contributions of other kinds. (page 19)

INFORMATIONAL STATEMENT:

With respect to the area of training, there are many opportunties to provide training for district personnel without it costing money. Most states have some responsibilities for training of educator and citizens in the concept of career education. Some states as the finance study indicated fund universities to conduct training.

Most universities will allow districts to develop courses of study and offer university credit for these offerings. Usually these offerings are a little better since they are district specific. However, small districts can join with other surrounding districts to make these offers. Participants pay tuition which in turn pays for the instructor which hopefully is one of your staff.

Look for other organizations which will sponsor training for your district. For example, the National Alliance of Business (NAB) offers "seed" money for Career Guidance Leadership Sessions. These are usually two days in length in which you bring key community and education leaders together in planning efforts. NAB also offers 40 and 60 hours Career Guidance Institutes for concepts and implementation strategies with a heavy focus on effective utilization of community resources.

Local business frequently will sponsor career work exploration experiences for educators in the summer month---sometimes even paying them. But districts can offer university or inservice credit and educators need not be paid.

One district has a totally self-instructional three hour university course which uses as its base the work exploration approach. The only task of the district is to locate the work sites, provide orientation for the site sponsor, and evaluate the program.

SAMPLE BOARD EXHIBIT:

Exhibit(15) is a board statement regarding state education agency relations. Part of the statement refers to training assistance although other career education assistance is noted.

SAMPLE STRATEGIES EXHIBITS:

The first sample (21) is a description of the objectives of a National Alliance of Business/District/State/University sponsored program.

The second sample (22) is information on an educator work experience program for inservice credits.

SAMPLE BOARD EXHIBIT 15

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: LG District Code:

STATE EDUCATION AGENCY RELATIONS

Since this district has a vital interest in state-level decisionmaking that affects local schools, the Board will seek to establish active liaison with the State education agency and its various departments.

State education agencies play a central role in the planning, coordination, support, and evaluation of the activities of local school districts. Conversely, local districts turn to their state-level agencies for support--in policy, legislation efforts, and funding--for district priorities.

It is the school district's goal to establish links to many kinds of ongoing programs at the state level, such as bilingual, handicapped, adult, and career education.

Especially with respect to this district's commitment to career education, we see the following as priorities for assistance to our district by the State Department of Education:

1. Support for inservice staff development activities;
2. Dissemination of information about existing career education materials;
3. Support of development and validation of new career education curriculum materials;
4. Support of research to improve career guidance procedures;
5. Support of research to predict future job markets;
6. Providing incentives for participation by the private sector;
7. Support of innovations in preservice training of teachers;
8. Provide subsidies for purchase of career education materials by the district.

In turn, the district will cooperate with the State Department of Education in all feasible ways in order to improve the educational opportunities for all citizens of this district and this state.

Adopted: (date)

A task force and clearinghouse on career education has been organized by the Education Commission of the States. The project will provide technical information on state board policies, state and federal legislation on career education and youth employment, and will publish recommended policies for state-level career education programs. The task force will study ways to involve business, labor, and industry in careered planning; implement federal legislation; encourage post-secondary career education and career education for special groups, and coordinate programs for dropouts and unemployed youth.

SAMPLE STRATEGY EXHIBIT 21

NAB CAREER GUIDANCE INSTITUTE OVERVIEW

The Career Guidance institute entitled "Springboards to Learning" has five major purposes for its educator participants:

Focus One — Increased knowledge of career development concepts:

- the psychology of work and workers
- factors affecting career choice
- subject relevancy
- lifestyle factors and their influence on career choice
- competion and cooperation
- career planning and decision-making

Focus Two — Increased knowlege regarding the career development needs of special education students

Focus Three — Increased knowledge of the world of work and worker environment through:

- site visitations
- all day career observation
- interaction with community, parent student leaders
- career speakers
- instructional resources

Focus Four — Increased knowledge of effective utilization of community resources including:

- bussed site trips
- walking field trips
- video tape field trips
- career speakers
- career seminars
- volunteers
- adult/parent shadows
- vehicle tours
- telelectures
- career exploration program
- individual and group career observation programs

Focus Five — Time to take new ideas gleaned and to develop written plans for implementing these ideas.

The objectives of the program are as follows:

1. Complete a list of reasons why people work and identify types of satisfaction and dissatisfaction resulting from work.
2. Given a list of reasons why career education might have been initiated, select the reasons career education was initiated.
3. Name three factors which now affect the direction of career education.
4. State three ways career education is translaced into classroom programs.
5. List at least three types of information they whould ask about or look for on a career observation trip.
6. Design a usable classroom product which infuses the "why work" concept into the basic curriculum and which includes a pictorial portrayal of at least one "why work" factor, three inquiry questions, and specification of materials needed.
7. Identify five steps which are essential in arranging a walking observation tour.
8. State three distinctly different ways structured observation and interview forms making walking observation tours more meaningful.
9. Complete a lesson plan which infuses the lifestyle concept and meets all criteria stated on the assignment sheet.
10. Identify skills taught in school which relate to work activities of everyday living.
11. Define "subject relevancy" and describe an activiety to help make subjects taught more relevant to students.
12. Identify the skills and subjects learned in school which are needed most by the various career speakers and other employees in the speakers' work setting.
13. Complete a list of 25 activities which extend relevancy to subject area topics already taught in their classes.
14. List six ways parents can influence a child's career choice.
15. Develop a plan of action by schools for making their subjects more relevant through further use of community resources.

16. Describe several things they learned on the career observation and list several ways career observation can be used with their students.

17. Select career observation field trip sites which they wish their students to explore, plan the career observation experiences, and schedule one of them for the first six weeks of school.

18. Identify and describe career education media that can be used in their respective classrooms.

19. Given a list of factors that could be considered in planning and conducting field trips identify the three major factors which should be considered.

20. Describe three ways cooperation and competition play a part in their own occupational situations.

21. Develop observation and interview tools which will assist students in observing and interviewing workers regarding the concepts of cooperation and competition.

22. Write one student outcome related to cooperation and competition.

23. Complete an observation and interview tool on a career field trip and identify changes needed in the tool.

24. Construct new observation and interview tools based on identified changes needed in existing tools they have used and found to be deficient.

25. State one reason for student exposure to the Parent/Adult Shadowing experience.

26. Given a list of procedures that might be followed, identify the three procedures a teacher should follow to initiate the Parent/Adult Shadowing experience in a classroom.

27. Given a description of a program for which volunteers might be used, name six ways of using volunteers and describe the procedure to be followed to secure a volunteer.

28. Sequence a scrambled list of steps for acquiring and operating the telelecture unit.

29. Describe three educational uses for the telelecture activity.

30. Describe one "before" and one "after" activity for the telelecture.

31. Specify who should be contacted to arrange a telelecture and state the most important factor in guiding the learning acquired through a telelecture.

32. Given the five major concepts of the workshop, develop two or three questions related to each concept so that they will be prepared with relevant questions to ask of the telelecture interviewee on day eight.

33. Develop at least three questions for career speakers.

34. Describe several factors involved in the decision-making and career planning process.

35. Prepare a list of questions appropriate for a career seminar, with the questions focusing on decision-making and career planning.

36. List the decision-making skills needed by each of the career seminar presenters.

37. Submit a two part plan for using career speakers, one part general and the other specific. At least two activities will be included for each of the following on both parts: activities preceding the presentation, activities occuring during the presentation, and activities following the presentation.

38. Given interview questions and observation tools, shadow a worker and identify why the individual works, how the job affects the lifestyle of the worker, what subject areas are necessary in the job and what part cooperation and competition play in the worker's job.

39. Write a one page summary of the shadowing experience and their reactions to the experience.

40. Given a list of steps that should be taken to organize a vehicle display day, identify those steps that the community Resource Service can perform to assist in organizing a vehicle display day.

41. Name three things that should be considered if one is to organize tours of vehicles.

42. Name three things that should be considered if one is to set up a suitable vehicle display site.

43. Name two ways to publicize the vehicle day.

44. Given a list of the major services the center for Career Development performs, identify the types of services that would benefit them.

45. Given a description of the community Resource Service of the CCD, describe what resources are available to them.

46. Demonstrate a positive attitude toward the use of the telelecture in the teaching-learning process.

47. Identify ways to implement the concepts learned during the institute.

48. Develop an implementation plan for infusing career education into the basic curriculum for the coming school year with the input of students, parents, and business community.

49. Given three possible definitions of infusion, identify the one most accurate definition.

50. Given a series of sample career education activities,along with a specification of the subject area and objective for which each activity was designed, differentiate between those activities which are infused and those which are not infused.

51. Given the terms "internal factor" and "external factor," list six factors in each category which could influence one's career choice.

52. Describe several ways the concept of "lifestyle" can be integrated into the regular curriculum.

53. Given a listing of specific disabilities, participants will rank order them from most acceptable to least acceptable.

54. Given a list of possible reactions to a disabled individual, combined with a request to indicate whether they feel these reactions are experienced by "self," "others," or "both self and others," participants will select the "both self and others" response for all of the reactions.

55. Given a list of general on-the-job skills, participants will make a judgment as to the ability of specifically disabled persons to perform those skills.

56. Participants will list instances of encouragement/discouragement received by disabled people.

57. Participants will list (1) problems that exist pertinent to the career development of disabled persons; (2) the typical reactions disabled persons experience from non-disabled, and (3) the effects these reactions have on the disabled person's sucess in life.

58. Given a list of five statements concerning employing the disabled, participants will identify which statements are true.

59. Participants will list three specific suggestions for interviewing a disabled person.

60. Participants will identify three concepts adaptable to counseling the disabled student in preparation for a career.

SAMPLE STRATEGY EXHIBIT 22

ICEPE

INDEPENDENT CAREER EXPLORATION PROGRAM FOR EDUCATORS *

Business/Industry Site Guide

Purpose

The purpose of the site guide is to clarify the responsibilities of the following people: the site supervisor; the ICEPE participant; the course instructor. The guide is intended for use by the site supervisor in order to avoid his/her having to "entertain" the ICEPE participant. Because much of the ICEPE participants' time will be spent at the business/industry site, it is imperative that these responsibilities be carried out by all three groups concerned. It is hoped that this guide will help the program flow more smoothly and give the maximum learning experience for all concerned.

Goals and Objectives

1. Educators will examine seven approaches to exploring the world of work by using actual business/industry sites in the community.
2. Educators will progress through a set of seven assignments independently for a period of three weeks and total of 90 hours instructional career exploration experiences.
3. Educators will become familiar with, be able to identify, and use the 18 goals of career education.
4. Educators will be exposed to career clusters and occupations as they relate to clusters.

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* Mesa Public Schools, Center for Career Development, 1979

5. Educators will also learn about career ladders and occupations on the levels of career ladders.

6. Educators will become aware of various environments in which workers perform.

7. Educators will study the factors which together comprise a worker's environment.

8. Educators will observe and explore the many occupations available to employees contained within one particular business/industry site.

9. Educators will explore through interviews, various traits and values of different employees.

10. Educators will explore the management and executive's roles in business-industry by use of a shadowing experience.

11. Educators will become aware that executive positions require different skills than those of other employees in an organization.

12. Educators will explore the world of work as it relates to subject relevancy, and how individuals use what they are taught or learn.

13. Educators will have the opportunity to explore at firsthand, a different career field of their own choosing.

14. Educators will examine the possibility of making a personal career change by self-assessment of personal traits and abilities.

Site Supervisor Responsibilities

This person may be the original contact person at the business/industry site or another person that has been designated as supervisor. The main role of this individual is to serve as coordinator through which the ICEPE participant can receive guidance and direction for activities at the site. Specifically the site supervisor's responsibilities will be as follows:

- Plan and conduct an initial orientation and introduction to the business/industry site. This should include introductions to the persons with whom the ICEPE participant may have interaction, a brief history and background about the business/industry, and a tour of the business/industry site. This should be done the first day at the site and take approximately two hours.

- Arrange for interviews with workers according to the assignments given to the ICEPE participant. Using the chart in the section on ICEPE assignments, the workers chosen should be informed that they may be interviewed and told of what the interview will concern.

- Be available at some pre-set times to discuss or answer any concerns the ICEPE participant may have about the business/industry site. This would be mainly for clarification.

- Participate in evaluating the ICEPE program. A brief form will be provided for this purpose with specific concerns to be addressed. See section on Site Supervisor Evaluation form for sample.

- Discuss with the participant any rules and regulations that are to be followed specifically by him/her while at the assigned business/industry.

ICEPE Participants Responsibilities

The role of the ICEPE participant is one of learner and student who will be experiencing the many aspects of the business/industry site through the use of his/her ICEPE assignments.

The educators who will be participating in this program also will have certain responsibilities as listed below:

- Initiate a meeting with the site supervisor at his/her business/industry site.

- With the site supervisor plan and schedule the best times to spend at the business/industry site. This should be equivalent to a minimum of four hours per day for eight days.

- Discuss briefly each assignment with the site supervisor, including the purpose and objectives as explained on the first page of each assignment.

- Observe closely rules and regulations to be followed concerning the business/industry assigned.

- Schedule and keep a pre-determined time to meet with the site supervisor for the purpose of discussing any questions or concerns.

- Notify the site supervisor in advance when unable to keep a scheduled appointment, interview or visitation.

ICEPE Instructor Responsibilities

The role of the instructor of ICEPE will be that of facilitator and coordinator between the ICEPE participant and the business/industry site supervisor. He/she will assume the following responsibilities with regard to the business/industry site:

- Oversee the initial contact and committment to program by available business/industry sites.
- Be available for clarification and/or explanation to business/industry representatives with inquiries about the program.
- Visit each business/industry site a minimum of once during the three-week course. This includes briefly meeting with the site supervisor and, if possible, observing the ICEPE participant at the site.

ICEPE Assignments

Each ICEPE assignment packet is designed to be self-instructional for the ICEPE participant. However, some planning and arrangements must be made with the site supervisor's assistance for the following tasks.

Assignment and Topic	Type of Task	Assistance Needed from Site Supervisor
1 Career Clusters and Career Ladders	Interviews about tasks, training/education, rewards, contributions to society and upward movement involved with their occupation	3 different workers-all within one career area
2 Worker Environment	Interviews about these topics: demands of their occupations with regard to time, education, finances, physical characteristics, attitudes, responsibilities, abilities, occupational satisfaction, occupational choices, on-the-job competition, and amount of involvement	5 workers - all within one Career area
3 Employee Role in Business/Industry	Interviews about the value, contributions and worth to society of their occupations	3 workers

4	Management Role in Business/Industry	Interviews about careers, job roles , orgainzational skills, and time management. Shadowing - for two days the ICEPE participant will follow or "shadow" the executive through his/her daily routine. The executive may also be interviewed further about this experience.	2 executives 1 executive
5	Options: A Clear Look Into Business/ Industry	Interview on stereotyping involving sex, race, blue collar/ white collar, etc.	workers

Site Supervisor Evaluation Form

1. Did you understand the program before the participant came to you?
2. Did the orientation meeting help you to understand the program?
3. Were you too busy? Was this a hinderance to your work?
4. Was the ICEPE participant helpful in his/her explanation of the assignments?
5. Would you like to see some results or feedback of the assignments?
6. Which assignments were more meaningful to you?
7. Did you feel that the interview questions were effective?
8. Did you feel that the interview questions were too personal or offensive?
9. Was there any information left out of the Site Guide that might be useful?
10. Did you feel that the actual visitation time spent on your site by the ICEPE participant was too much?
11. Would you be willing to participate in ICEPE again next year?
12. In a nutshell, what are three main changes you would make in ICEPE from your perspective?

Agenda of Course

Total time -- 3 full weeks (90 hours)

Day 1

Orientation meeting	1½ hours
Seminar for ICEPE participants with instructor	3 hours
Demonstration at business/industry site for ICEPE participants	1½ hours

Days 2, 3, 4

ICEPE participants at assigned business/industry site	4 hours (daily)
Research and written assignments for ICEPE participant on independent basis	2 hours (daily)

Day 5

Seminar for ICEPE participants with instructor	4 hours
Research and written assignments for ICEPE participant on independent basis	2 hours

Days 6, 7, 8, 9

ICEPE participants at assigned business/industry site	4 hours (daily)
Research and written assignments for ICEPE participants on independent basis	2 hours (daily)

Day 10

Seminar for ICEPE participants with instructor	4 hours
Research and written assignments for ICEPE participants on independent basis	2 hours

Days 11, 12, 13

ICEPE participants choose business/industry sites of own choice	4 hours (daily)
Research and written assignments	2 hours (daily)

Day 14

ICEPE participants complete individual assignments assignments according to options chosen	6 hours

Day 15

Final seminar for ICEPE participants with instructor	6 hours

STRATEGIES: ADMINISTRATOR TRAINING

TRAIN ADMINISTRATORS AND OTHER LEADERS FIRST WITH A COMMITMENT TO THEIR TRAINING OTHERS IN THE ORGANIZATION

INCORPORATE TRAINING FOR ADMINISTRATORS INTO PROFESSIONAL GROWTH TRAVEL POLICY AND OTHER ONGOING TRAINING OPPORTUNITIES

COST:

It sometimes cost a lot initially, but if done right -- a onetime cost. No additional cost for the ongoing training opportunities.

FINANCE STUDY IMPLICATIONS:

"A number of districts with exemplary programs advised training administrators first and training them thoroughly when introducing career education. This is a customary finding with all innovative programs; there is no substitute for administrative leadership. The districts said that since administrative leadership was essential in establishing career education, administrative training was essential...80 percent have not given enough to their administrators." (pages 8 and 9)

INFORMATIONAL STATEMENT:

Not much more need be said regarding the need for administrators to be trained and committed to any new program or organizational change. It is amazing how frequently districts set up a new board policy and district procedures yet fail to recognize the need to provide adequate training. Training programs need to be designed to establish why the change is important (not all administrators may have been involved in the problem or its resolution), what the changes are, and to incorporate strategies to attempt to obtain administrative commitment to the change. Many programs have never gotten off "first base" because administrators passively resisted the program. And indeed, if this happens, the program will fail which reinforces the passive resistance. "Oh, here comes another one we will have to tolerate for three years."

Another frequent failure in training is that administrators are allowed too quickly to get to operational concerns before totally understanding the purpose and intent of a program. This can happen in career education. Administrators, like many others, because of the term "career", think they already know the career development concepts inherent in the movement. But studies show that frequently they do not understand. Also, if infusion is the approach to be used, this is a new approach for most administrators. In the past most programmatic endeavors have been "add on's" and the administrator had a very small role. In career education they have a very strong role.

SAMPLE STRATEGY EXHIBITS:

One district had administrators include in their Management by Objectives (MBO's) one goal in the area of career education. Sample 23 is an example of an MBO sheet which allows for monitoring.

The second sample (24) is a recommended procedure for Administrative Travel. One criterion for travel is that it relates the current district priority of career education. Each year the priority chould change.

SAMPLE STRATEGY EXHIBIT 23

MBO FORM

Goal:

Date	Event	Not Begun	Percent Completed					Continuous Activity Progressing	
			0-24%	25-49%	50-74%	75-99%	100%	O.K.	Not O.K.
Start End									
Start End									
Start End									
Start End									
Start End									

SAMPLE STRATEGY EXHIBIT 24

ADMINISTRATOR PROFESSIONAL GROWTH

TRAVEL GUIDELINES

All administrators requesting funds for staff development travel, whether automatic or discretionary, are to follow the guidelines of this document. Procedures require a travel request form and a letter of intent. The current amount of dollars avilable to all administrators is an approved average expense of $500.00 to be changed every second year.

All requests for staff development travel monies must be submitted through the requestor's division supervisor. Division heads are responsible for notifying administrators as to eligibility and approving requests.

STEPS FOR REQUESTING STAFF DEVELOPMENT FUNDS

Step One: Complete Letter of Intent. A Letter of Intent should be written to provide your immediate supervisor or the screening committee with the following information concerning your request:

a. Give a brief description of why you are requesting support, where and when you intend to travel.
b. Describe the relationship of your proposed travel project to your present job assignment and the district's educational program.
c. Describe how the proposed travel project relates to the current district priority of career education.
d. Specify how your travel project will help you up-grade existing skills and/or acquire new skills.
e. Describe how you plan to disseminate the information/skills to colleagues.
f. Describe how you plan to implement these skills in the district, as well as how you might help other district personnel acquire similar skills.

Step Two: Complete a request to travel form

Step Three: Submit Letter of Intent and Travel Request to your Administrative Head for approval

Step Four: Submit two (2) copies of Letter of Intent and Travel Reques to your immediate supervisor

CRITERIA FOR AWARDING STAFF DEVELOPMENT TRAVEL FUNDS

The following priority is established for consideration of awarding travel funds.

Rank	Type of Travel
1	At the request of the superintendent
2	Acquire new skills through training or improve existing skills through training
3	Observe educational program of a specific nature (this year's priority is career education)
4	Observe other educational program of a general nature
5	Present paper or demonstration at conference
6	Participate at conference
7	Attend conference
8	Travel - Specific
9	Travel - General

In addition, the following questions will be addressed by the reviewer:

1. To what extent does the travel experience develop the specific desired skills?
2. Is there a more suitable experience which can be recommended for the individual?
3. Does the plan for implementing skills in the district have potential impact on a large number of other individuals -- students, teachers, other staff, colleagues, community?

4. Is the dissemination plan acceptable?
5. To what extent does the travel experience replicate or overlap skills already acquired by other district personnel?
6. Are the desired skills congruent with the district's philosophies and goals?

STRATEGY: VARIETY OF TEACHER TRAINING

FOCUS ON A VARIETY OF STAFF DEVELOPMENT ACTIVITIES FOR TEACHERS AS THE KEY TO IMPLEMENTING CAREER EDUCATION

COST:

This will be the largest cost. However, several strategies have been previously identified in the area of staff development that can decrease costs.

FINANCIAL STUDY IMPLICATIONS:

"Districts with exemplary programs also said that teacher training is the irreducible feature of a successful program. . . . . No one knows exactly how much training it takes not only to convince teachers and principals that career education is desirable but also to make them skillful in doing it . . . 94 percent of the districts have not given enough training to their teachers . . ." (page 9)

". . . Some combination of money for staff development . . . will need to be used if a majority of teachers are to do the job." (page 12)

INFORMATIONAL STATEMENT:

There are a variety of approaches that can be used to bring about changes, but the most important is well designed training programs. In career education, the key persons to be trained are regular classroom teachers. Few understand the infusion approach. It has been found that a few hours of training can actually hinder rather than help institutionalize the program. A district should plan an extensive and intensive training program with follow-up activities.

A variety of approaches is advised. Awareness activities are necessary before methodology training. Starting with relevancy of the curriculum and increased utilization of community resources is a good start. If left there, however, many will have misconceptions toward career education. They will see it mainly as field trips, career speakers, etc. The major part of the training should be built around the career development concepts which are part of the district's definition of career education. Time should be devoted to how each of these concepts can be infused into different disciplines (subject areas) and at different complexity based on grade/developmental level.

Some districts require a minimum number of clock hours of training in career education for all new educators.

SAMPLE BOARD EXHIBITS:

Board Exhibit 16 is one which deals with professional staff visitations and conferences. The focus of such visitations can change each year based upon the current district focus -- this year, career education.

SAMPLE STRATEGY EXHIBITS:

The first strategy (25) is a description of a new educators' skill program. In the list of skills you will notice the current district priority of career education.

Sample Strategy Exhibit 26 is taken from a professional growth catalog showing noncredit inservice offerings for certified personnel. Note the many career education offerings.

The next sample is how career education topics can be included in an instrument asking teachers what they would like training in. Sample Strategy Exhibit 27 is an Educator's Needs Assessment Instrument.

Sample Strategy Exhibit 28 is a flyer for new teachers from one district whose career education training program offers 200+ clock hours of training which they feel is the basic minimum to implement career education effectively.

SAMPLE BOARD EXHIBIT 16

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCLA District Code:

PROFESSIONAL STAFF VISITATIONS AND CONFERENCES

Visitations

Staff members may be allowed released time for planned classroom visitation and school observation upon the request of the principal and approval by the appropriate director. This policy pertains to local or metropolitan area visitation, and is not meant to conflict with the policy relating to attendance at state, regional, and national conferences and conventions.

Such visitations and observations may be used as a part of a teacher's inservice professional growth program, especially to examine new or innovative types of programs in operation in one of our schools or in other schools in our area. As special projects or educational changes are considered in a school, the principal may, insofar as practical, send one or more teachers to inspect a similar program already in operation elsewhere. The visitation program is intended to keep all of our professional staff members informed about educational trends and changes so that we may continue to have outstanding, up-to-date instructional offerings in our district.

Each school shall be entitled to professional visitation time in the amount of one-half day per year per full-time teacher. Visitation plans, including an estimate of costs, must be submitted to and approved by the principal and the director in advance. Reimbursement for any necessary expenses may be allowed, provided the principal has received prior approval from the director. The school district shall provide substitutes for teachers who are absent on approved visitations.

Some staff members, especially those charged with implementing the Board's career education plan, may find it necessary to visit places of business, industrial plants, and other work sites in order to learn about possible career education opportunities there. In addition, professional staff training seminars may be conducted from time to time at such work sites or by local business or service associations. It is the policy of the Board to encourage a close working relationship between places of business in the school district and the schools themselves, so that our staff and students may benefit from practical experiences outside the school setting.

From time to time, exchange programs between the district's professional staff and persons from the business/labor/industry community may be approved, provided (1) the regular instructional program of the schools is not adversely affected by such an exchange, and (2) it can be shown that such an exchange is likely to enhance teacher competence and therefore student learning. Proposals for such exchange programs should be developed at the school level and submitted to the administration through regular channels. Final approval shall be the prerogative of the Board.

Conferences

It is the policy of the Board to encourage teacher attendance at educational meetings of value by granting leave for such attendance without loss of pay and by paying reasonable expenses.

Upon written approval of the principal and the appropriate director, released time shall be granted for:

1. Attendance at educational conferences by teachers or individual teacher association representatives, or school representatives.
2. Attendance at workshops, seminars, and other professional improvement sessions, including observing in other schools.

The Board will pay the reasonable expenses (including fees, meals, lodging, and transportation) incurred by teachers who attend workshops, seminars, conferences, or other professional improvement sessions at the written request and/or with the advance approval in writing of the appropriate administrator(s).

Adopted: (date)

SAMPLE STRATEGY EXHIBIT 25

NEW EDUCATORS' SKILLS PROGRAM

What Is The Educators' Skills Program?

The Educators' Skills Program is a plan designed to help educators acquire the skills that the district believes characterize effective instruction and to meet the accountability requirements.

The program is based on the premise that before receiving tenure, full-time probationary educators must demonstrate competence in skills related to managing a classroom, planning and implementing an instructional program, monitoring and communicating student progress, establishing positive relationships with students, and the current district priority of career education. The following are the skill areas:

Writing Instructional Objectives

- Given a list of instructional goals, objectives, and activities, the educator will distinguish between the three.
- Given a list of instructional objectives, the educator will identify those that require a "given condition."
- Given a list of instructional objectives, the educator will identify those that are correctly written.

Designing Instructional Activities

- Given an instructional objective and a description of several instructional activities, the educator will identify those activities that provide direct practice on the exact behavior specified in the objective.
- Given an instructional objective and a description of several instructional activities, the educator will identify the activity which provides the best type and/or amount of practice on the objective.

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*Mesa Public School Mesa, Arizona, Staff Development Department, 1978

Constructing Tests

- Given an instructional objective and a list of various types of test items, e.g., alternative response, completion, matching, multiple-choice, essay, skill demonstration, the educator will select the type of item that is most appropriate for assessing student performance on the objective.

- Given an instructional objective and a set of related test items, the educator will identify the test item that correctly measures student performance on the objective.

Revising An Instructional Program

- Given appropriate data regarding class performance on a set of instructional objectives, the educator will determine whether a need exists for individual student remediation or program revision.

- Given a description of a problem that exists in an instructional program and a series of actions that might be taken to deal with the problem, the educator will identify the action that is most likely to correct the difficulty.

Dealing With Discipline Problems

- Given a description of a minor discipline problem and a series of actions not involving punishment that might be taken to correct the undesirable student behavior, the educator will identify the most appropriate way of handling the problem based on the following criteria:

  (1) The action bears a clear relationship to offense.
  (2) The action does not reward the offending student(s) with undue attention from classmates.
  (3) The action occurs in a sequence which is logical to the specific problem.

- Given a list of discipline problems, the educator will distinguish between problems which must be stopped immediately (crisis problems) and problems which do not have to be stopped immediately (non-crisis problems).

- Given a description of a crisis discipline problem and a series of actions that might be taken to correct the problem, the educator will identify the most appropriate method to be used in dealing with the offending student(s).

- Given a description of a crisis discipline problem that has occurred in the presence of a number of student onlookers, along with a series of actions that might be taken to calm the group once the problem has been resolved, the educator will identify the action that is most appropriate and most likely to achieve the desired effect.

- Given a description of a discipline problem and a series of actions involving punsihment that might be taken to correct the problem, the educator will identify the most appropriate action based on the following criteria:

  (1) The action bears a clear relationship to the offense.
  (2) The action results in a situation that is negative only for the offending student(s).
  (3) The offending student(s) will be removed from the negative situation once acceptable behavior is demonstrated.

Adopting Positive Approaches To Discipline

- Given a list of classroom rules, the educator will distinguish between those that are enforceable and those that are unenforceable based on the following criteria:

  (1) The rules do not contradict one another.
  (2) The behavior involved can be controlled by the student.
  (3) The behavior involved can be observed by the responsible adult.

- Given a description of a minor discipline problem and a series of actions that might be taken to correct the problem, the educator will identify the most appropriate action based on the following criteria:

  (1) The action bears a clear relationship to the offense.
  (2) The action exemplifies a technique of positive reinforcement.

Career Education Infusion

- The educator will describe several career development concepts and specify their importance at the grade level taught.

- Given a regular curriculum topic and a career development concept, the educator will write an infusion activity.

- Given several community resources, the educator will describe several ways each resource could be used to increase the relevancy of what is taught.

BY WHAT METHODS ARE MY TEACHING COMPETENCIES EVALUATED?

Competence in the skill areas indicated above will be measured in two ways. One of these is through a series of skills tests which are administered by the district's Staff Development Department. More important, however, than the acquisition of knowledge measured by the skills tests is the actual application of that knowledge in the work setting. Therefore, the major emphasis in the evaluation process is placed on observations made by your school principal or supervisor, who will visit your classroom or other work area, watch you interact with your students, then meet with you to discuss your performance.

WHAT DOES THE DISTRICT DO TO HELP ME ACQUIRE THE NECESSARY TEACHING SKILLS?

The district offers a number of inservice training sessions in each of the skill areas, as well as in such additional topics as reading, mathematics, science, physical education, health, creative arts, music, guidance, and human relations, and special education. Although all new educators are encouraged to attend sessions of their choice, full-time educators who are new to the district must complete a minimum of ten clock hours of district inservice training during their probationary period.

HOW DO I DECIDE WHICH TRAINING SESSIONS WILL BE MOST BENEFICIAL TO ME?

Your own knowledge of your strengths and weaknesses in the required skill areas will guide you in selecting appropriate training sessions, and your school principal or supervisor will work with you to develop an individualized growth plan.

You may also decide to take advantage of the optional Skills Indicator Test prepared by the Staff Development Department. This test contains sample items from each of the individual skills tests, and it is given several times throughout the school year. If you do take the test, a personal profile will be sent to you, showing how well you already perform in the designated areas. This profile is completely confidential; no one else will receive a copy.

WHAT OTHER MEANS MAY I EMPLOY IN ORDER TO STRENGHTEN MY TEACHING SKILLS?

In addition to the required ten hours of district inservice work which you may select from the offerings of the Staff Development Department, the Curriculum and Instruction Center, Guidance Services, and the Special Education Department, you may wish to include university courses, self-directed reading and study, and apprenticeships with colleagues as a part of your individualized growth plan. You and your principal or supervisor can make this determination once observations have been conducted.

AS A FULL-TIME PROBATIONARY EDUCATOR, MUST I MEET ANY TIME LIMITS IN MY EDUCATORS' SKILLS PROGRAM?

Both the ten hours of inservice training and the skills tests must be completed by December first of the third probationary year. This allows all relevant information to be considered prior to the awarding of tenure. Classroom observations will, of course, be taking place throughout this entire time.

WHAT IS THE GOAL OF THE EDUCATORS' SKILLS PROGRAM?

The Educators' Skills Program is one significant way of ensuring that new educators are competent professionals, trained in specific techniques of instruction and human relations.

The quality of teaching is the single most important aspect of any educational program. We believe that by working together through the Educators' Skills Program, we can develop to the fullest the knowledge and skills necessary to accomplish a mutual goal of providing each student in our district with the best education possible.

SAMPLE STRATEGY EXHIBIT 26

EXCERPTS FROM A PROFESSIONAL GROWTH CATALOG

Noncredit Offerings

Eligibility: *Certified personnel may register for these classes through ____(name)____, Staff Development Department, __(phone #)__.*

DATES	TOPICS
September 4	Being an Active Participant (Parent Involvement) How to train parents in conferencing skills and the IEP process. *(Special education teachers)*
September 6	Career Education Activities for the Exceptional Student Dozens of classroom units and activities for implementing career education for the exceptional student. *(Regular and special education teachers and aides)*
October 2	The Reality and Relevance of Career Education What does a student's career development have to do with regular classroom work and you? This workshop will be concerned with presenting career education ideas that will enhance any program.
October 4	Making Classroom Subjects More Interesting Looking for some ways to increase student interest in class activities and assignments? You'll pick up some helpful new approaches to instruction in this session.

DATES	TOPICS
October 9	Dealing with Descipline Problems: Minor Disruptions and Serious Misbehavior Distinguishing between discipline problems that require immediate intervention and those that do not, determining the appropriate action to take, calming a group of students who witnessed a situation involving serious misbehavior.
October 16	Conducting an Effective Parent Conference Section 1: Elementary Section 2: Secondary Preparing students, parents, and oneself for a parent conference, responding to questions parents most often ask, conducting a parent conference in a positive and efficient manner.
October 18	How to Write a Professional Growth Plan Developing objectives for a professional growth plan, selecting learning strategies for the objectives, writing a sample growth plan.
October 23	Why's and How's of Instructional Objectives, Part 1 Telling the difference between instructional goals, objectives, and activities; writing instructional goals and objectives.
October 30	Why's and How's of Instructional Objectives, Part 2 Understanding "given" conditions and individual and class performance standards, identifying correctly written instructional objectives, writing objectives related to student attitudes and interests.
November 1	Classroom Management Using specific techniques to establish and maintain an orderly and productive classroom, employing intervention processes, personal characteristics, and classroom "gimmicks" to improve classroom management.

DATES	TOPICS
November 6	Developing Interpersonal Skills Recognizing the effects of body language in classroom interactions, designing class activities which focus on the importance of interpersonal skills in school and in the world of work.
November 13	Adopting Positive Approaches to Discipline Setting up rules for the school and classroom, using praise and other rewards to reinforce desired student behavior.
November 20	Writing "Award-Winning" Lessons A work-and-share session for the educator: lesson-writing which incorporates the principles of direct practice and proper presentation of material. *PREREQUISITE: "Organizaing and Presenting a Lesson Effectively," which provides the necessary background information and directions for this workshop.*
December 4	Opportunities for Success in the Classroom Seeing how students view success, learning how to provide successful learning experiences for students.
December 6	Dealing with Discipline Problems: Taking Charge in your Classroom, Imposing Penalties for Misbehavior Establishing yourself as an authority figure, deciding when to punish a student for misbehavior, deciding what type of punishment to employ, anticipating the side effects of various forms of punishment.
December 11	When to Revise Instruction and How to Do It Interpreting student performance data in order to determine the need for remediation or program revision, identifying possible trouble spots in an instructional sequence and deciding what to do about them.

SAMPLE STRATEGY EXHIBIT 27

EDUCATORS' NEEDS ASSESSMENT

Part One: General Teaching Skills and Program Planning Information

Directions: On the first page of your answer sheet, blacken in the appropriate circles for items 1-46 on the basis of the responses shown below. Please select only one response per item.

A - I have a great deal of knowledge in this area. I could train others in this skill.

B - I have some knowledge in this area.

C - I have little knowledge in this area.

D - I would like additional training in this area.

E - I do not desire further training.

INSERVICE TRAINING TOPICS

1. Assessing student needs and skills
2. Administering and interpreting data from standardized tests
3. Selecting well-written, worthwhile instructional objectives
4. Grouping students according to ability and interest
5. Providing well-designed instructional activities for your students
6. Selecting instructionally sound commercial products for use in your classroom
7. Increasing student interest in schoolwork
8. Presenting a lesson effectively
9. Identifying students with possible learning problems
10. Learning about special education placement procedures
11. Incorporating programs for exceptional students into the instructional plan of the regular classroom

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*Mesa Public Schools Mesa, Arizona, Department of Staff Development, 1979

A - I have a great deal of knowledge in this area. I could train others in this skill.
B - I have some knowledge in this area.
C - I have little knowledge in this area.
D - I would like additional training in this area.
E - I do not desire further training.

12. Developing grading procedures for special education students who have been "mainstreamed' into a regular class:

13. Designing activities for gifted students

Effectively using a variety of teaching methods (please rate each item separately.)

14. Committees

15. Demonstrations

16. Field trips/site visits

17. Guest speakers

18. Group discussions

19. Individual Education Programs (special education emphasis)

20. Learning centers

21. Open classrooms

22. Panel discussions

23. Peer tutors

24. Questioning techniques

25. Role-playing

26. Simulations

27. Student contracts

28. Team teaching

29. Telelecture

30. Using "helpers" in the classroom (community volunteers, district resource persons)

INSERVICE TRAINING TOPICS FOR

FIRST GRADE EDUCATORS

A - I have a great deal of knowledge in this area. I could train others in this skill.
B - I have some knowledge in this area.
C - I have little knowledge in this area.
D - I would like additional training in this area.
E - I do not desire further training.

CAREER EDUCATION

8. Helping students recognize ways in which work changes family life

9. Helping students become able to match types of work with types of workers

10. Helping students recognize instances where other people are needed in doing a job, first in the classroom and then in the outside world

CREATIVE ARTS

11. Expanding body awareness through movement activities

12. Using visual arts activities to teach skills in basic principles of art

13. Developing participation and cooperation through creative drama activities

MATHEMATICS

14. Teaching place value (mainly tens and ones)

15. Teaching the concept of subtraction

16. Using concrete materials (manipulatives)

MUSIC

17. Leading 4-beat echo clapping, utilizing at least two levels of body sounds (clap-snap, etc.); playing drum or other instrument for students to walk, run, skip, and stop to the music

18. Developing expressiveness in speaking and singing voice; developing accuracy in singing "universal childhood chant" ("I've Got A Secret"); leading "singing talk" using that chant in dialogue with the students

19. Teaching songs appropriate for first grade level

A - I have a great deal of knowledge in this area. I could train others in this skill.
B - I have some knowledge in this area.
C - I have little knowledge in this area.
D - I would like additional training in this area.
E - I do not desire further training.

First Grade Continued

READING

20. Maintaining a management system for monitoring instruction

21. Grouping for instruction

22. Teaching sight words

23. Teaching decoding skills

24. Teaching comprehension skills

25. Providing for enrichment of program

SCIENCE

26. Maintaining living organisms in the classroom

27. Developing students' observation skills using all senses

28. Integrating the out-of-doors into the regular science curriculum

WRITTEN AND ORAL COMMUNICATION

29. Developing correct posture for correct formation of manuscript letters

30. Developing basic spelling patterns

31. Teaching basic capitalization and punctuation rules for simple sentences

32. Developing ability to write simple sentences

33. Developing ability to relate simple happenings orally

If there are other general teaching skills in which you desire inservice training, please list them on the back of your answer sheet.

Everyone's Talking...

About the "EXCITING" "NEW"

INSERVICE OFFERINGS

an OPPORTUNITY for new TEACHERS

CAREER

DEVELOPMENT

SAMPLE STRATEGY EXHIBIT 28

CAREER EDUCATION OFFERINGS *

TEACHERS' INSERVICE PROGRAM SESSIONS (TIPS)

All Mesa Public School educators are encouraged to attend any of the following workshops. Educators new to the distrct may make selections from these offerings as one way of completing ten clock hours of district noncredit inservice training required in the New Educators' Competency Program. Workshops will be held in the Board Room and will begin at 4:00 p.m. on the dates shown.

Making Classroom Subjects More Interesting

November 16

Participants explore four methods of increasing student interest in classroom activities. Methods for providing application, reinforcing with media, utilizing the community, and allowing for student choice are discussed.

---

*Mesa, Arizona

Opportunities for Success in the Classroom
December 7

Participants discuss increasing student opportunities for successful learning experiences in the classroom. An activity is designed to achieve the desired student outcomes.

What Is Career Education?
January 25

Major concepts which comprise a definition of career education are discussed. Examples of infusing career development concepts in the regular curriculum are presented as a means of increasing the relevancy of material that is taught.

Using Community Resources Effectively
February 13

Participants will learn the characteristics of a well-designed instructional activity that involves a community resource, and will become familiar with services provided by the Mesa Public Schools Community Resource Service.

Developing Interpersonal Skills
February 22

Participants will recognize the effects of body language in classroom interactions, designing class activities which focus on the importance of interpersonal skills in school and in the world of work.

Recruiting Help for the Classroom
March 8

Recruiting help for your classroom participants will become aware of ways to use aides and parent/community volunteers in the classroom and become aware of the services offered by the Volunteers in Mesa (VIM) program.

GRADUATE OR DISTRICT CREDIT

Introduction to Career Development

(second semester)

This course is designed to help teachers become aware of the various ways in which career development concepts can be woven into the basic subject matter of the existing curriculum. Classes meet on Mondays 4:30-7:30 pm. Participants may receive three hours ASU credit or three hours district inservice credit. EDF 594

Springboards for Learning

(August)

A 60-hour workshop in the summer. This workshop is designed to acquain teachers with career education concepts and to help bridge the gap between the world of work and the world of education. Participants may earn three hours district credit.

Independent Career Education Program for Educators

June

This 90-hour program is designed to extend educators' awareness of the world of work. Various work conditions and demands of individual observation tours encountered by students are studied in this course. Participants may receive three hours district inservice credit.

ADDITIONAL AIDS

The Career Education Project is located at 549 N. Stapley. Here you will find a willing staff of career education specialists who will assist you with:

- **career education media.**
- **volunteers for the classroom.**
- **field trips, telelectures, and individual student experiences.**
- **staff development for career education inservice needs.**
- **information on how to organize parent study groups.**
- **and much more.**

FOR FURTHER INFORMATION

CALL 962-7524

STRATEGY: INTERVIEWING NEW STAFF

INCLUDE CAREER EDUCATION TECHNIQUE/CONTENT QUESTIONS IN THE SCREENING INTERVIEW FOR NEW EDUCATOR CANDIDATES

COST:

No additional cost

INFORMATIONAL STATEMENT:

Many individuals have stated that the most important criteria in educator effectiveness is hiring the best employees. Several structured approaches to the screening interview are coming on the scene. Unfortunately, many of them are only dealing with the area of human relations, which is one important characteristic of a good educator. However, there is a need to develop content questions and technical instructional-teaching questions. If these were done by grade level, when a particular teacher was needed, the pool of structured interview questions could be generated around the specific district need.

It would be quite easy, regardless of the current screening process, to include several career education interview questions. This is the simple strategy being suggested here.

SAMPLE STRATEGY EXHIBIT:

Sample Strategy Exhibit 29 is a set of teacher selection questions which focus on technical skills and content skills including career education.

The next sample (30) is a set of career education questions and possible responses for grade level interview questions.

The third sample (31) are some interview suggestions which also include career education questions.

SAMPLE STRATEGY EXHIBIT 29

TEACHER SELECTION QUESTIONS

THE QUESTIONS LISTED BELOW COULD BE USED TO SCREEN CANDIDATES FOR TEACHING AND OTHER STUDENT-CONTACT-RELATED POSITIONS IN THE DISTRICT. THE CHECKLIST FOLLOWING EACH QUESTION INDICATES RESPONSES FOR WHICH A "POINT" SHOULD BE AWARDED. A TOTAL SCORE CAN BE COMPUTED FOR EACH CANDIDATE SIMPLY BY ADDING THE NUMBER OF BOXES CONTAINING A CHECK MARK. (IF ONE AREA/ITEM IS CONSIDERED MORE IMPORTANT THAN ANOTHER, IT COULD BE WEIGHTED BY MULTIPLYING THE POINT(S) EARNED BY A PREVIOUSLY-ESTABLISHED NUMBER.)

1. "Describe how you would go about designing a unit of instruction for a subject you are teaching."

    ☐ Determine specific objectives for the instruction--things the students must know or be able to do at the completion of the unit.

    ☐ Assess student performance on prerequisite skills for these objectives (either formally through testing or informally through observation, asking the students, checking previous coursework, etc.).

    ☐ Give instruction on the objectives; that is, presenting necessary information, demonstrations, etc., to equip students to master the behavior specified in the objective.

    ☐ Design practice activities for the students.

    ☐ Evaluate student performance on the objectives.

2. "How would you decide whether or not your instruction was successful and what would you do if it had not been?"

☐ Obtain adequate evaluation data regarding student performance on the objectives.

☐ Examine the data in order to determine how many students did not perform at an acceptable level.

☐ If a few students did not perform well, provide them with remedial materials and activities.

☐ Reassess the performance of these students.

☐ If a large number of students did not perform well, revise the content and activities of the unit and reteach it to the entire class.

☐ Reassess the performance of the class.

3. "What methods do you feel are most appropriate for handling minor incidents of disruptive behavior in the classroom?" (Examples: talking, note-passing, noise-making, etc.)

☐ Do not call the attention to the offender(s) if possible.

☐ Signal with eye contact and, sometimes, an expression of disapproval.

☐ Stand by the offender(s).

☐ Praise an incompatible desired behavior.

4. "Do you feel there is anything a teacher can do to create a classroom environment that encourages good behavior?"

☐ Have realistic rules.

☐ Involve the students in making the rules.

☐ Be a model for the students; treat them with courtesy and respect.

☐ Use praise and other positive reinforcers more frequently than punishment and negative reinforcers.

☐ Be fair and impartial in enforcing the rules.

5. "Do you believe there are situations where punishment is justified?" (If the candidate answers "yes," ask what these situations are.)

☐ Situations involving the possibility of physical injury to self or others.

☐ Situations involving severe verbal abuse.

☐ Situations involving damage to property.

☐ Situations where all other types of attempts to correct the unacceptable behavior have failed.

6. "If you do decide to punish a student, do you have any particular criteria for determining what the nature of the punishment should be?"

☐ The punishment must bear a clear relationship, both in type and degree, to the offense.

☐ Academic work should not be assigned as a punishment for misbehavior.

☐ The punishment should cease once acceptable behavior is demonstrated (not applicable in cases of corporal punishment).

7. "How would you incorporate decision making into your teaching situation?"

☐ Sets up choices with respect to various activities to meet specific objectives.

☐ Allows for choice in the classroom environment.

☐ Identifies ways decision making concepts are infused into the regular curriculum.

8. "How would you teach so your content has relevancy?"

☐ Direct application of content to world of work.

☐ Utilize a variety of community resources to assist in delivery.

☐ Use examples of an utilitarian approach.

SAMPLE STRATEGY EXHIBIT 30

GRADE LEVEL CAREER EDUCATION INTERVIEW QUESTION

GRADE	QUESTION TO BE USED IN SCREENING INTERVIEW	DESIRED RESPONSE
K	"How would you help primary students appreciate the value of knowing more about themselves?"	Act out non-verbal ways of communicating feelings to help to get along with each other.
1	"How would you convey the concept of work done for the value of or for the good of the community?"	Build from the example of help within the family, and how work enables all to benefit.
2	"Why do you think that the connection between work and lifestyle is important for second-graders?"	Understanding the setting of work will help youngsters appreciate that work is a part of, not apart from life.
3	"Is asking third-graders about attitudes, reasons for work, and the values in work all too premature?"	Attitudes toward peers, family, and the known world are strongly shaped at this time -- so this is the best time to do these things.

GRADE	QUESTION TO BE USED IN SCREENING INTERVIEW	DESIRED RESPONSE
4	"What are some main connections that you would make for your students between school and the work world?"	School is the best place place to teach a variety of personal interactions and the basic skills needed in almost all work situations.
5	"Why should the schools teach about competition between values, responsibilities, and lifestyles, anyway? How do these relate to fifth grade subject matter?"	We must and we do illustrate what we expect from students in all areas of content -- and examples of these aspects of life abound in whatever illustrations we use -- intentionally or accidentally.
6	"To what extent can a sixth-grader know enough about work requirements and work information to really do him or her any good?"	The choice of what you will do each day, and in your life, is as vital then as it is later -- or should be, and will be if we alert youngsters to it early enough.

GRADE	QUESTION TO BE USED IN SCREENING INTERVIEW	DESIRED RESPONSE
7	"In what ways should a teacher relate decision-making to a junior high school in your content area?"	Highlight the judgement points which occur in every course and in all school activities -- problems, information, judging, and deciding.
8	"In your opinion, what is a school district's rightful role in teaching individual responsibility to students?"	By example and by illustration in many subject and activity areas, the school shows students that certain things are expected from them.
9	"Since discipline is such an important area for junior high students, shouldn't the schools avoid promoting too much freedom of choice for students within given problem situations?"	Students of this age need more practice in recognizing and expanding the options they do have -- this is the way to more self- discipline.

GRADE	QUESTION TO BE USED IN SCREENING INTERVIEW	DESIRED RESPONSE
10	"What exposure have you had to the linking together of the rights and responsibilities of workers -- both in your classroom and in other areas of your experience?"	It is a basic model of proper and happy living -- it is learned in family cooperation, and in everything from civics to team-sports in school applications.
11	"How would you illustrate for your class worker appreciation of a lower-order type of work, such as common laborer or field hand?"	Have students read or hear workers tell about the personal satisfaction they gain from doing a good job on anything they do.
12	"In your opinion, what is the most important single thing that students should take with them from their experiences in career education?"	That their career -- what they choose to do with their lives -- has great importance to them and to society and deserves their attention and their best efforts in it's development.

SAMPLE STRATEGY EXHIBIT 31

INTERVIEW SUGGESTIONS

1. Give the candidate time to relax by asking him/her to tell a little bit about his/her background and his/her experience very briefly.
2. Avoid forming conclusions during the first several minutes of the interview.
3. Encourage the candidate to do most of the talking. A good interviewer would not talk more than 10% of the time. Avoid questions which can be answered "yes" or "no" and phrase questions in such a way that they do not suggest what the answer is supposed to be.
4. Be friendly, pleasant, and calm and establish a permissive attitude so that the applicant can feel comfortable in order to open up and give spontaneous answers.
5. Be careful not to contradict or argue with the candidate since this might cause him/her to clam up. Also it helps to pause a few seconds after the candidate appears to have completed a response. The pause may prompt him/her to reveal other information that he/she might otherwise withhold.
6. Use a set of structured questions which are job related. Make questions open ended. Questions with obvious answers on "yes", "no" responses are poor.
7. Move into the planned questions as soon as the interviewee is ready. They have spent plenty of time talking about the weather with the last half dozen interviewers.
8. The more you show and tell before you ask and listen, the more difficult it is for the interviewee to tell you what they believe and the more likely they are to know what you want them to say.
9. Ask the same questions of each interviewee. Variety may be the "spice of life" but you have no point of comparison if you don't ask everybody the same questions.
10. Don't ask similar questions too close together. Mix up questions so interviewee can come at the same issue from many angles.
11. Do not interpret the questions. It is the candidate's interpretation that's important.

12. Record results of the interview, immediately following its conclusion. Use highly descriptive and meaningful adjectives which convey a word picture of this person.

13. Do not ask questions regarding religion, race, ethnic background or personal habits.

Here are some example questions: (Several presented by Daniel J. Kralik, Bridgman, Michigan)

a. If you had no constraints upon you whatsoever, what type of __________ program would you like to present for your students?

   How would you go about evaluating the success of students?--the success of the program?

b. Each teacher is different in some ways. Please describe your teaching style for me.

c. What equipment or materials would be most helpful to you in order for you to do the best job possible?

d. What help from the administration would you need in order to do your best work as a teacher?

e. What activities would you like to work with in the school?

f. How do you plan to remain educationally current?

g. What responsibilities will your students have for their learning?

h. Tell us something about your grading system.

i. Would you rather teach the slow learner or the advanced student?

j. How would you challenge the slow learner and the advanced student within the same classroom?

k. What teaching techniques have you found to be effective for you within the classroom?

l. What are your three greatest teaching strengths?

m. What are your three greatest teaching weaknesses?

n. How do you intend to motivate your students?

o. What would you do if (a specific educational situation) occurs?

p. How will you appraise your teaching performance?

q. How important is it for instruction to be of utility?

r. How do you relate curriculum to the real world?

STRATEGY: TEACHER EVALUATION

INCLUDE CAREER EDUCATION DELIVERY COMPETENCIES IN THE TEACHER EVALUATION AND PROFESSIONAL GROWTH PROCESS*

COST:

No additional cost

FINANCE STUDY IMPLICATIONS:

"Some combination of money for...administrative monitoring of teachers' classroom performance will need to be used if a majority of teachers are to do the job...administrative monitoring--is not an extra expense because administrators should do it in the normal course of supervising the instructional program. (page 12)

INFORMATIONAL STATEMENT:

Systematic performance evaluation plans are in the process of being revised in most systems. The current focus of teacher evaluation is on the specifics involved in the teaching-learning process. Unfortunately, many of our educators today do not have a systematic instructional model and although they may look good to the untrained eye they are not doing what they are paid for and that is to teach. There are many schools of thought with respect to what makes a good teacher but most of them have similar criteria. Richard Manatt lists 7 steps to follow in developing a teacher performance evaluation whose focus is on improvement of instruction.[1] These steps are as follows:

1. Teachers, administrators, students and community work cooperatively to develop job descriptions (what the teacher does) and philosophic premises (how the job is to be done).

2. Develop, select and adapt behavior descriptions to portray the job and philosophy premises.

3. Agree upon priorities, test for validity, reliability and discrimination power of the items.

---

*Richard P. Manatt, Handy Pocket Reference to Teaching Performance Evaluation (TPE), Iowa State University, Ames, Iowa.

6. Train observer/evaluators, orient all involved.

7. Field test for one cycle and revise.

When a district is revising their criteria it is quite easy to include current district program focus (in this case career education) as well as some of the instructional methodologies suggested by career education.

SAMPLE STRATEGY EXHIBIT:

The following Sample Strategy 32 presents some of the current thinking regarding teacher competencies and includes some career education competencies which could be included. Sample Strategy 33 includes up ideas to evaluators as to things to ask before visiting a class and some approaches to use in observing the teaching art in an unannounced visit.

SAMPLE STRATEGY EXHIBIT 32

TEACHER EVALUATION*

Teacher's Name ________________________________ Date ____________________________

The indicators of proficiency should be left blank if a satisfactory level of mastery is perceived by the administrator. If a satisfactory level is not found to be present the mark on the indicators should be an "X" and an appropriate growth plan would be in order.

I. ASSESSING STUDENT NEEDS

The needs of the students must be determined before an effective instructional program can be designed. Inherent in conducting a student needs assessment are two competencies:

A. Identifying prerequisite skills and knowledge

Indicators of Proficiency

____1. The teacher is knowledgeable of district goals and objectives in the content area(s) of the instructional program.
____2. The teacher lists or describes prerequisite skills and knowledge in these content area(s).

Comments: ____

B. Determining the proficiencies and deficiencies of the students

Indicators of Proficiency

____1. The teacher assesses and records student performance on the prerequisite skills and knowledge.
____2. The teacher gathers relevant assessment information from other sources, e.g. permanent records, special-services staff, etc.
____3. The teacher is knowledgeable of the types and uses for various tests in his/her field.
____4. The teacher administers tests in a reliable manner.
____5. The teacher can accurately read and interpret the district or state test data provided.
____6. The teacher uses informal probes and techniques in assessing needs, e.g. work samples, oral questioning, group discussions, teacher-made tests.
____7. The teacher has procedures for assessing needs of students entering school after formal testing and assessment has taken place.

Comments: ____

Need for growth plan is indicated: ☐ Yes ☐ No ☐ Optional

II. PLANNING AND IMPLEMENTING INSTRUCTIONAL STRATEGIES

Once the needs assessment has been completed, objectives must be selected and an instructional strategy must be planned and implemented. The competencies in this area are:

A. Formulating and utilizing instructional objectives for students:

Indicators of Proficiency

____1. The teacher has a set of objectives for the instructional areas
____2. The objectives are based on assessment data.
____3. The teacher can provide rationale for the objectives:
  a. They represent important knowledge or skills in their respective content areas.
  b. They represent knowledge or skills the student will use in life.
  c. They are necessary prerequisites to the acquisition of other useful knowledge or skills.
  d. They are realistic and attainable objectives.
4. Students are aware of why they are performing a task.

Comments: ____

---

*Mesa Public Schools, Mesa, Arizona
1978, Last Part on Career Education Added.

B. Selecting instructional materials and activities appropriate to identified needs and objectives

Indicators of Proficiency

____1. The teacher can provide rationale for the materials and activities used.
____2. The teacher effectively implements materials and activities in the classroom.
____3. The materials and activities provide direct practice on the behaviors specified in the objective(s).
____4. There are activities and/or materials for the range of student abilities, e.g., remedial, accelerated, non-readers, handicapped.
____5. The teacher provides students with alternative ways of meeting the instructional objectives.
____6. The teacher uses varied grouping procedures dependent upon the learning task.
____7. Direct instruction takes place before drill and practice in skill areas.
____8. The teacher is an effective manager of classroom time and space and can provide rationale for their use.

Comments:____

____

____

C. Maintaining student behavior appropriate to the instructional task

Indicators of Proficiency

____1. Students are involved in the learning task.
____2. The teacher manages student behavior in a positive, constructive manner.
____3. The teacher consistently enforces explicit rules for classroom safety and order.
____4. There exists an atmosphere of order and direction as opposed to confusion and disorder.
____5. The teacher maintains an atmosphere of concern devoid of tension (as opposed to one of rejection, insults, or sarcasm).
____6. Students move from group to group and from activity to activity without confusion and disorder.

Comments:____

____

____

Need for growth plan is indicated: ☐ Yes ☐ No ☐ Optional

III. MONITORING AND COMMUNICATING STUDENT PROGRESS

Once the instructional program has been designed and implemented, it becomes necessary to monitor and communicate student progress toward instructional objectives. The competencies in this area are:

A. Maintaining a system for monitoring student progress in all appropriate areas.

Indicators of Proficiency

____1. The teacher regularly collects and records data regarding individual student performance.
____2. The teacher maintains a system for monitoring student progress in achieving the instructional objectives.
____3. The teacher maintains a written record of the progress of each student.
____4. The teacher lets students know the criteria used to evaluate their progress.

Comments:____

____

____

B. Communicating knowledge of student progress to appropriate individuals

Indicators of Proficiency

____1. The teacher informs the students at regular intervals or as needed of their progress i achieving the instructional objectives.

____2. The teacher reports pupil progress to students through the use of more than just the report card, e.g.,notes, Happy Grams, individual conferences, words or actions of encouragement.

____3. Upon request the teacher will be able to communicate the students' progress in relation to their ability and expectations.
   - a. performance level, e.g.,reading level
   - b. quality and quantity of work
   - c. interpersonal relationships
   - d. effort

Comments:____

____

____

Need for growth plan is indicated:	☐ Yes	☐ No	☐ Optional

IV. EVALUATING THE INSTRUCTIONAL PROGRAM

The instructional program must be periodically reviewed, evaluated, and, if necessary, revised in order to ensure that students are given maximum opportunity to achieve the instructional objectives. The competencies in this area are:

A. Conducting regular evaluations of the instructional program

Indicators of Proficiency

____1. The teacher utilizes assessment data to evaluate the effectiveness of the instructional program, e.g.,test scores, staff, feedback from the students.

____2. The teacher utilizes data regarding student progress on the objectives to evaluate program effectiveness.

____3. The teacher encourages pupils' assistance in evaluating classroom activities rather than rejecting their participation.

Comments:____

____

____

B. Revising the instructional program as necessary

Indicators of Proficiency

____1. The teacher identifies and implements changes in the objectives and/or instructional materials on the basis of evaluation data.

____2. The teacher is open and responsive to suggestions for improving the instructional program as opposed to being defensive and argumentive.

____3. The teacher is aware of and uses support services in evaluating and changing the instructional program, e.g.,district resource teachers, community resources, other staff members, special education alternatives.

Comments:____

____

____

Need for growth plan is indicated:	☐ Yes	☐ No	☐ Optional

V. DEVELOPING POSITIVE RELATIONSHIPS WITH STUDENTS

Students function best in a pleasant and supportive learning environment. Therefore, creating a positive emotional climate in the classroom is a necessary element in effective instruction. The competencies in this area are:

A. Establishing rapport with the student

Indicators of Proficiency

____1. The teacher encourages the student to seek his/her advice, help, or companionship.
____2. The teacher allots time during the school day for advising, listening, helping and befriending the student.
____3. The teacher, when appropriate, involves the students in the planning of rules.
____4. The teacher praises or otherwise rewards desirable behavior.
____5. The teacher is described by students as being concerned and helpful.
____6. The teacher has a minimum of student-teacher conflict.
____7. The teacher models positive interpersonal skills.
____8. The teacher evaluates student performance in terms of positive, encouraging, supportive criticism as opposed to derogatory or belittling comments.
____9. The teacher shows respect for the differences in opinions of others regardless of race, religion or nationality, rather than making derogatory remarks or exhibiting insensitive behavior.

Comments:____________________

B. Dealing effectively with interpersonal conflicts that occur between students or between teacher and student

Indicators of Proficiency

____1. The teacher maintains self-control when interacting with students.
____2. The teacher intervenes, when appropriate, in conflicts between students.
____3. The teacher has a plan that is understood by the students for resolving conflicts.
____4. The teacher uses any of the following methods to deal with minor student disruptions: eye contact, proximity control, verbal reprimand, or other non-verbal signaling.
____5. The teacher resolves conflicts constructively.
____6. The teacher encourages problem-solving behavior on the part of students.
____7. The teacher seeks and implements ways to help students develop consideration for the problems of others.

Comments:____________________

VI. PLANNING FOR CAREER EDUCATION INFUSION (CURRENT DISTRICT PRIORITY)

It is important for subject matter to have relevancy. This should occur in promoting the reason why something is being learned, whether the content through illustrations and examples as well as in direct practice on the objective.

A. INFUSING CAREER DEVELOPMENT CONCEPTS INTO THE CURRICULUM AND THE CLASSROOM ENVIRONMENT

Indicators of Proficiency

____1. Relate what is being taught to workers who use this skill or knowledge.
____2. Provides applications of the knowledge in world of work situations.
____3. Provides success experiences and how to deal with less than successful situations.
____4. Demonstrates classroom management skills in providing choices within the instructional strategies used, provides for developing work habits, and self discipline.

Comments:____________________

Need for growth plan is indicated: ☐ Yes ☐ No ☐ Optional

MESA PUBLIC SCHOOLS TEACHER EVALUATION SUMMARY FORM

Teacher ____________________ School ____________________ Date ____________

I. A professional growth plan is to be implemented for each competency checked below. Mark an X for each indicator that is not satisfactory.

I. ASSESSING STUDENT NEEDS

A. ☐ Identifying prerequisite skills and knowledge

( ) 1 ( ) 2

B. ☐ Determining student proficiencies and deficiencies

( )1 ( )2 ( )3 ( )4 ( )5 ( )6 ( )7

II. PLANNING AND IMPLEMENTING INSTRUCTIONAL STRATEGIES

A. ☐ Formulating and utilizing student objectives

( )1 ( )2 ( )3 ( )4

B. ☐ Selecting instructional materials and objectives

( )1 ( )2 ( )3 ( )4 ( )5 ( )6 ( )7 ( )8

C. ☐ Maintaining appropriate student behavior

( )1 ( )2 ( )3 ( )4 ( )5 ( )6

III. MONITORING AND COMMUNICATING STUDENT PROGRESS

A. ☐ Maintaining a monitoring system

( )1 ( )2 ( )3 ( )4

B. ☐ Communicating knowledge of student progress

( )1 ( )2 ( )3

IV. EVALUATING THE INSTRUCTIONAL PROGRAM

A. ☐ Conducting regular evaluations

( )1 ( )2 ( )3

B. ☐ Revising the instructional program

( )1 ( )2 ( )3

V. DEVELOPING POSITIVE RELATIONSHIPS WITH STUDENTS

A. ☐ Establishing rapport

( )1 ( )2 ( )3 ( )4 ( )5 ( )6 ( )7 ( )8 ( )9

B. ☐ Dealing with interpersonal conflicts

( )1 ( )2 ( )3 ( )4 ( )5 ( )6 ( )7

☐ OPTIONAL AREA ____________________

____

5 of 6

II. General Evaluative Comments: (attach additional pages if necessary)

III. Observation and Conference Log

Orientation conference ____________________ (date)

Preobservation conference ____________________ (date)

Observation date __________ Observer ____________________

Evaluation conference ____________________

Evaluator ____________________

signature

Teacher ____________________

signature (Indicates teacher has seen evaluation)

White Copy – Personnel Office Pink Copy – Evaluator Yellow Copy – Teacher

GROWTH PLAN

for

TEACHER ______________________________ DATE ______________

SCHOOL ______________________ EVALUATOR ______________________

OBJECTIVE:

POSSIBLE LEARNING STRATEGIES:

1.

2.

3.

4.

5.

MONITORING SYSTEM:

Projected completion date of learning strategies: ______________________

Conferences: 1. ______________ 2. ______________ 3. ______________
date date date

Completion date of learning strategies: ______________________

RESULTS OF GROWTH PLAN:

☐ Objective has been achieved.

☐ Progress toward the objective is being made. Continued work is necessary to complete the objective.

☐ The objective has not been achieved.

Recommendations: ______________________________

EVALUATOR ______________________ TEACHER ______________________
signature signature

White Copy – Personnel Office Pink Copy – Evaluator Yellow Copy – Teacher

Goldenrod Copy - Personnel Office upon completion of Growth Plan

6 of 6

SAMPLE STRATEGY EXHIBIT 33

SUPERVISOR IDEAS ON TEACHER EVALUATION

A. Before visiting a class ask:

1. Where are you in the course? (unit, lesson, page numbers in texts, etc.)
2. What teaching/learning activities will be observed?
3. What skills, attitudes, knowledge will be taught? (What are your students going to get out of it?)
4. How are you going to do it?
5. Are there particular teaching behaviors that you especially want monitored?
6. How are you going to know if the students have learned? (Substantiate?)
7. What special characteristics of the students should be noted?
8. (yourself) How would I teach this lesson?
9. How will you relate the relevancy of what you are teaching to the real world?

B. Unannounced visit: Madeline Hunter indicates there are seven things to look for in an announced visit to determine if the teacher has completed the seven steps of the teaching act?[2]

1. Develop anticipatory set
2. State objectives and why they are important
3. Provide input
4. Model (ideal behavior)
5. Check for comprehension
6. Provide guided practice
7. Provide independent practice

She indicates that one should not make the common mistake of moving directly from number 2 to number 7.

8. How relevant is the practice to real world situations.

---

[1] Richard P. Manatt, Handy Pocket Reference to Teacher Appraisal Procedures(TAP)

[2] Adapted from Madeline Hunter's "The White Sauce of Teaching."

STRATEGY: STUDENT ACTIVITIES

PROMOTE CAREER DEVELOPMENT ACTIVITIES IN STUDENT ACTIVITIES AND INFORMATIONAL MATERIALS ALREADY IN EXISTENCE

COST:

No additional cost

INFORMATIONAL STATEMENT:

There are numerous opportunities within the existing structure of student information and promotional situations as well as on-going student activities in which career development concepts or information can be incorporated. There are numerous examples of activities such as:

- student clubs
- homeroom sessions in which career rap sessions can take place
- career and occupational information from counseling sessions both individual and group
- student council support of volunteer youth programs of a career education nature
- all day outings
- assemblies
- student fund raising events
- student courses

Examples of student information or promotional situations include:

- school newspaper (a section on careers)
- graduation requirements
- information on registration for courses

SAMPLE STRATEGY EXHIBIT:

The following exhibit (34) demonstrates how a course description catalog for several high schools in a district can incorporate career education ideas into it. This exhibit shows excerpts from the introduction, general information statement, a section on planning for the student, a listing of which courses relate to certain careers and finally samples of course descriptions. Throughout the excerpts are interwoven career education ideas. The last few pages show elective courses that have as their major focus career education. This also is a no/low cost item.

SAMPLE STRATEGY EXHIBIT 34

COURSE DESCRIPTION CATALOG*

Introduction

This course description catalog has been developed to assist students and their parents in making wise decisions in choosing courses for the coming school year. While registration procedures at each of the high schools differ, certain regulations are standard to all four schools and are included in this booklet. Not all courses listed in this booklet are available at all times, and the individual high school scheduling program along with specific registration procedures should be considered also.

The publication of this booklet is designed to improve services and communication within the school district community. When more counsel is needed, teachers, counselors, and administrators can give additional assistance. We encourage the use of this booklet in planning a meaningful program of studies for each individual student.

Junior high school and senior high school counselors are available to assist students and their parents in planning and/or evaluating the student's program whenever necessary. It is important that each student develop a four-year program to insure that all the requirements for graduation are completed. Inclusion of courses needed to fulfill specific career objectives should also be considered.

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* Excerpts from Mesa Public Schools High School Catalog, Mesa, Arizona

GENERAL INFORMATION

Program Planning

Recognizing that individual needs, interests, abilities and objectives differ, it is important that each student develop a high school program that is meaningful and personally rewarding. Planning assures the students of meeting all of the requirements for graduation, as well as completing courses needed to fulfill specific career objectives, be it college, vocational or technical, or job entry.

Registration

How students register for courses varies at each high school. The registration will be conducted at each individual high school during the month of August. Prior to registration each high school will send to members of the student body registration information which will include areas such as registration times, expenses, transportation, insurance, and athletics. Those students wishing to enroll at ________________ will register the week prior to the regular registration of the other three high schools. Students from anywhere in the district may register at ________________ for either full time attendance or half time, with the other half at the student's home school. Shuttle bus transportation is available to and from home schools and ________________

Course Credits

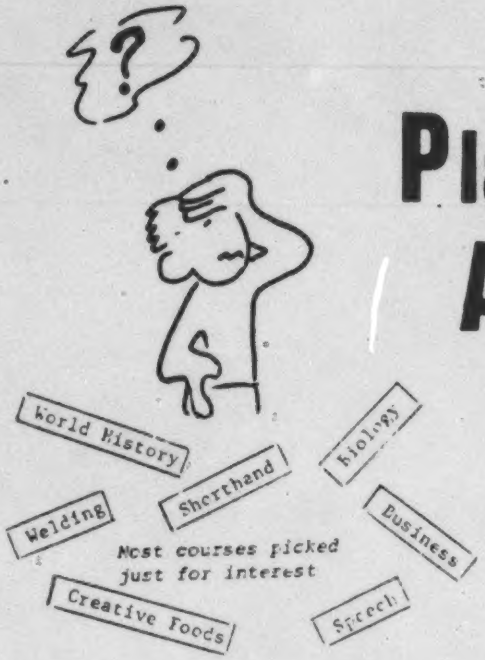
1. A unit of credit is granted for work completed in a subject meeting one period daily for the academic year. One half unit of credit is granted for work completed in a subject meeting one period daily for one half the academic year (1 semester). Some courses meet for only nine weeks and grant one-fourth unit of credit.

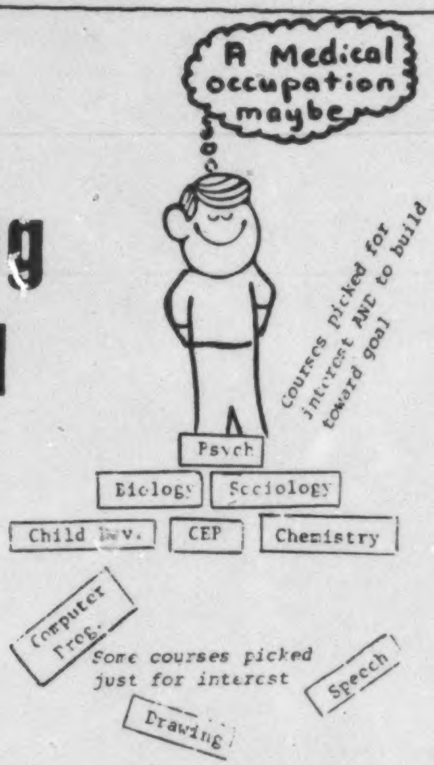
2. Sophomores and Juniors are expected to be enrolled in at least five classes. Seniors are permitted to enroll in enough courses to meet the graduation requirements.

3. Students who sign up for more than 6 credit classes will be assessed a fee of $25.00 and must have approval of parents and school administration.

4. Course work in ________________ summer school and night school may be taken toward graduation work. Students may also enroll in a limited number of correspondence courses it approved by the counselor and parents.

Planning Ahead


?
World History
Shorthand
Biology
Welding
Business
Most courses picked just for interest
Creative Foods
Speech


A Medical occupation maybe
Courses picked for interest AND to build toward goal
Psych
Biology
Sociology
Child Dev.
CEP
Chemistry
Computer Prog.
Some courses picked just for interest
Speech
Drawing

STUDENTS CAN OFTEN INCREASE CHANCES FOR HAPPY, SUCCESSFUL LIVES BY MAKING CHOICES WITH SOME GOAL IN MIND. MANY STUDENTS HAVE EXPRESSED AN INTEREST IN BUILDING THEMSELVES TOWARD PARTICULAR CAREERS. LISTED IN THE FOLLOWING PAGES ARE SEVERAL CAREER CLUSTERS ALONG WITH CLASSES THAT WOULD HELP STUDENTS PREPARE FOR THOSE CAREERS.*

1. As you look through these pages, go through all the occupation areas on the left and circle all those that seem interesting to you. How many did you circle? ________

2. Put a * next to five of the occupations you circled. Choose the five that seem most interesting. What are they?

   ________ ________ ________

   ________ ________

3. Which of the five above seems like the best one at this point in your life? Select the one that fits what you know about yourself; your abilities, your interests, your personality.

   ____

4. Look at the courses that are suggested (see the middle column) for the occupation you just wrote down for question 3.

   What are some you have already taken?

   ____

   ____

☐ I haven't taken any of them yet.

5. List below four of the suggested courses for that occupation that:

a. you have NOT taken yet, and

b. seem interesting to you

1. ______________________________ 2. ______________________________

3. ______________________________ 4. ______________________________

6. You may wish to consider taking one or more of these courses THIS semester. It will show some good planning on your part. Even if you change your mind later, at least you will be getting practice in setting a goal and the moving toward that goal.

7. Consider the other four occupations you picked as "interesting" in question 2. Look through the suggested courses for those occupations. Are there are any courses that fit more than one of your occupation choices?

For example, both CLERICAL and MARKETING occupations can use the course titled BUSINESS LAW. Since you are probably not positive of your occupational choice, wouldn't it be smart to take courses that fit more than one of your favorite occupations, if possible? List here any of these "double-duty" courses.

8. IMPORTANT!! College is quite important for some careers. If the careers that interest you most call for college training, seriously consider taking the following courses:

English - 4 units, or 3 units and 2 units of Foreign Language

Mathematics - 2 units (1 unit of algebra and 1 unit of mathematics other than arithmetic or general mathematics

Laboratory Science - 2 units

Typing - 1 unit

*Additional information on career planning is available in the counselor's office.

WONDERING WHAT COURSES YOU SHOULD TAKE FOR CERTAIN CAREER GOALS ?

Here are some suggestions.

	Course	Department
HEALTH SERVICE		
Mental Health, Medical and Biological Science, Dentistry and Dental Science, Pharmaceutical Science, Professional Medical Support Personnel, Medical Professions	Biology, Human Physiology, College Prep Chemistry;	Science
	Psychology, Sociology;	Social Studies
	Algebra, Geometry, Algebra II;	Mathematics
	Foreign Language (2)	Foreign Lang.
	PIP, Career Exploration Program;	Gifted
	Child Development, ADV. Foods, S.O.S.;	Home Economics
	Bus. Machines, Accounting, Typing, Model Office	Business
General Hospital and Medical Office, Medical Emergency, Administration of Health. Personal and Community Health	Biology, Human Physiology, College Prep. Chemistry;	Science
	Psychology, Sociology;	Social Studies
	Algebra, Geometry, Algebra II;	Mathematics
	Foreign Language (2);	Foreign Lang.
	PIP, CEP;	Gifted
	Child Dev., Adv. Foods, S.O.S.	Home Economics
	Bus. Machines, Office Practice, Accounting, Typing, Model Office	Business
BUSINESS AND OFFICE CAREERS		
Accounting	Bus. Sense, Bus. Management, Bus. Core, Accounting, Bus. Machines, Model Office, Bus. Law, Career Preparation and Money Management, Personal Typing, COE (working with an Accountant), Bus. Communications;	Business
	Algebra;	Mathematics
	Speech	English
	CEP	Guidance
Electronic Data Processing	General Business, Bus. Communications, Intro to Computers, Intro to Computer Programming, Career Preparation & Money Management, Personal Typing, COE, Bus. Machines; Data Processing;	Business
	Algebra;	Mathematics
	Creative Writing, Critical Thinking;	English
	Electronics:	Industrial Arts
	CEP	Guidance

AGRICULTURE

AG 25 INTRODUCTION TO AGRICULTURE

1 Cr. Grades 9-12 1 Year

Basic knowledge and skills in animal and plant production including instruction in careers, gardening, leadership development through the Future Farmers of America, livestock selection, supervised occupational experience programs, parliamentary procedure, soils, plant growth and development, livestock feeding, weeds, insects, livestock health, and livestock production management. Membership in FFA highly recommended.

Prerequisites: None Homework: Minimal
Level of Difficulty: Low - Middle
Special Materials, supplies, fees: None
Offered at MHS, MVHS, WHS

****

AG 31 ANIMAL SCIENCE

1 Cr. Grades 10 - 12 1 Year

Competencies needed by students preparing to enter in livestock production, and technical or professional animal science occupations. Major emphasis is placed upon the development of skills in the areas of livestock health, feed and management. An introduction to meats, processing, and breeding are covered. Leadership is taught through the FFA.

Prerequisites: Recommended- Introd. to Agriculture
Homework: Minimal Level of Difficulty: Middle
Special materials/supplies/fees: None
Offered at MHS, MVHS, WHS

****

AG 35 ADVANCED ANIMAL SCIENCE

1 Cr. Grades 11 - 12 1 Year

Advanced knowledge and skills in animal nutrition, health, and genetics, with special emphasis on anatomy, postmortem, maximizing profits and managerial principles. Advanced skills in processing and automation in the livestock industry are covered. Leadership development through the FFA.

Prerequisites: Animal Science Homework: Minimal
Level of Difficulty: Middle - High
Special materials/supplies/fees: None
Offered at MHS

****

AG 36 HORSE PRODUCTION AND EQUITATION FUNDAMENTALS

1 Cr. Grades 11-12 1 Year

Basic knowledge and skills in horsemanship, foot care, horse grooming, health feeding, management, breeding, training of both horse and rider, care and selection of horses and equipment. Course limited to students who own their horses or have one available for project use. Leadership development through the FFA.

Prerequisities: Introduction to Agriculture
Homework: Minimal Level of Difficulty: Middle-High
Special materials, supplies/fees: None
Offered at MHS

****

AG 40 BASIC AGRICULTURAL MECHANICS

1 Cr. Grades 10-12 1 Year

Basic knowledge and skills in shop procedures; construction and fabrication with wood, metal, arc and acetylene welding; pipe and tubing, tractor operation, safety, and tune-up. Emphasis on projects supportive of other agricultural courses and of career goals.

Prerequisites: Recommended - Introd. to Agriculture
Homework: Minimal Level of Difficulty: Low-Middle
Special materials/ supplies/fees: None
Offered at MHS, MVHS, WHS

****

AG 42 ADVANCED AGRICULTURAL MECHANICS

1 Cr. Grades 11 - 12 1 Year

Major emphasis is placed upon project design, fabrication and utilization; selection, maintenance and repair of internal combustion engines and electric motors; field machinery management; irrigation and water management; agricultural structures and environment control. Leadership development through the FFA.

Prerequisites: Basic Agricultural Mechanics
Homework: Minimal
Level of Difficulty: Middle - High
Special materials/supplies/fees: None
Offered at MHS, MVHS, WHS

ENGLISH

EN 31 FUNDAMENTAL ENGLISH

1/2 Cr. Grade 10 Sem.

Fundamental English explores modern social problems and values while helping the student on an individual basis to improve everyday skills in reading, writing, speaking, thinking and listening. This course is especially for students who find learning difficult.

Prerequisites: None Homework: Yes
Level of Difficulty: Remedial - Requirement
Offered at MHS, MCHS, MVHS, WHS

****

EN 33 PRINCIPLES OF ENGLISH I (Required Subject)

1/2 Cr. Grade 10 Sem.

This course is required of all sophomore students. The course includes advanced grammar study, correct sentence structure, topic sentence development, paragraph development and research methods and skills.

Prerequisites: None Homework: Yes
Level of Difficulty: All
Offered at MHS, MCHS, MVHS, WHS

****

EN 3[illegible] PRINCIPLES OF ENGLISH II (Required subject)

1/2 Cr. Grade 11 Sem.

Principles of English II is a one-semester course devoted to organizing, developing and revising written compositions in narration, description, exposition and argument of approximately 400 words each. The teacher functions as a tutor for individuals or small groups with common problems, holding frequent conferences for guidance and criticism of student work. Revision and corrections are stressed.

Prerequisites: Principles of English I
Homework: Yes
Level of Difficulty: All
Offered at MHS, MCHS, MVHS, WHS

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EN 37 GRAMMAR REVIEW/VOCABULARY DEVELOP.

1/2 Cr. Elec. Grades 11 - 12 Sem.

This course combination is structured for the college-bound student who has a weakness in basic structural grammar and who wants to exercise the growth and development of his vocabulary. Grammar Review is a course that reviews the basic structure of the English sentence and reveals the correctness of good usage, good punctuation, and good writing.
Vocabulary Development is a course to increase the learned vocabulary of the student so that he/she may handle with ease the comprehension and understanding necessary for advanced learning.

Prerequisites: Principles of English I and II
Homework: Yes
Level of Difficulty: High
Offered at MHS, MVHS, WHS

****

EN 38 COLLEGE-PREP GRAMMAR REVIEW

1/2 Cr. Elec. Grades 11 - 12 Sem.

Designed for capable students, this class covers grammar and usage to help the student write sentences which are clear, smooth, and correct. The course is good preparation for College Preparatory Writing and all standardized tests such as the PSAT and the ACT.

Prerequisites: Principles of English I and II
Homework: Yes
Level of Difficulty: High
Offered at WHS

****

EN 39 LANGUAGE AND HUMAN BEHAVIOR

1/2 Cr. Elec. Grades 11 - 12 Sem.

This is a course in elementary semantics. Semantics is the science of how language creates meaning. Students will concentrate on the difference between reality and abstraction and learn how language influences thinking. This is a course which will help the student think more clearly and realistically about self/herself and his/her environment. It is not an easy course but is a very valuable one.

Prerequisites: Principles of English II
Homework: Yes Level of Difficulty: High
Offered at WHS

****

EN 41 CRITICAL THINKING/WRITING THE RESEARCH PAPER

1/2 Cr. Elec. Grades 11-12 Sem.

Critical Thinking and Writing teaches the strengths of induction, deduction and analogy in reasoning for logical writing. It also teaches the critical analysis and explication of literature. Writing the Research Paper teaches the processes used in problematical research. This offering would be of benefit to the college-bound student.

Prerequisites: Principles of English I and II
Homework: Daily
Level of Difficulty: High
Offered at MHS, MVHS, WHS

****

SCIENCE

SC 71 CHEMISTRY

1 Cr. Grades 10-12 1 Year

This course includes the study of the atom, atomic energy, the formation of molecules, the mathematics of chemistry, and related experimental work. The vocabulary of the chemist is emphasized as well as correct laboratory procedures and techniques.

Prerequisites: Algebra I Homework: Heavy
Level of Difficulty: Somewhat difficult
Special materials/supplies/fees: Student pays for his equipment breakage
Offered at MCHS, MVHS, WHS

****

SC 72 COLLEGE PREP CHEMISTRY

1 Cr. Grades 10-12 1 Year

A college preparatory course in which the unifying principles of Chemistry are developing from experimentation. Emphasis is placed upon understanding of principles rather than memorization of facts and descriptions. Extensive use of arithmetic, elementary algebra and geometry is made.

Prerequisites: Algebra I Homework: Much
Level of Difficulty: Difficult
Special materials/supplies/fees: Student pays for his breakage
Offered at MHS, WHS

****

SC 77 ADVANCED CHEMISTRY

1 Cr. Grade 12 1 Year

Primarily for students who plan to follow a science curriculum in college. Concurrent enrollment in Physics and advanced Mathematics is recommended is not required. Students will practice advanced chemistry techniques and learn to think as a research chemist from an experimental and research standpoint.

Prerequisites: 1 year of Chemistry and Algebra
Homework: Daily
Level of Difficulty: Difficult
Special materials/supplies/fees: Student pays for his equipment breakage; lab notebook
Offered at MHS, MVHS, WHS

****

SC 81 PHYSICS

1 Cr. Grades 11-12 1 Year

A laboratory course designed to explore the fields of methanics, heat, light, sound, electricity and magnetism and nuclear energy. Emphasis is placed on the practical application of the principles involved in the above fields. College preparatory.

Prerequisites: Algebra - with Geometry recommended
Homework: Daily Level of Difficulty: High
Special materials/supplies/fees: None
Offered at MHS, MCHS, MVHS, WHS

****

SC 83 ASTRONOMY

1/2 Cr. Grades 10-12 1 Sem.

An in-depth study of the mysteries of the universe. We take a look at the Earth, planets, stars, galaxies, and beyond. Lots of night visual and telescopic observations. Only a basic understanding of Algebra is required.

Prerequisites: None Homework: Some
Level of Difficulty: Middle
Special materials/supplies/fees: None
Offered at MVHS

****

SC 84 GEOLOGY, BASIC

1/2 Cr. Grades 10-12 1 Sem.

Introduction to minerals, gems, rocks and the geologic processes that shape the earth (volcanism, earthquakes, weathering and erosion).

Prerequisites: None Homework: Some
Level of Difficulty: Middle
Special materials/supplies/fees: None
Offered at MVHS

****

SC 85 GEOLOGY, ADVANCED

1/2 Cr. Grades 10-12 1 Sem.

Advanced studies in minerology, rocks, mining, map making and the cutting and polishing of rocks. Course is for the interested student and rock hound hobbyist.

Prerequisites: Successful completion of basic geology
Homework: Some Level of Difficulty: Middle
Special materials/supplies/fees: None
Offered at MVHS

****

SC 86 MARINE AND ATMOSPHERIC SCIENCE

1/2 Cr Grades 10-12 1 Sem.

Study of the oceans and atmosphere and how they interact to affect weather, climate and man. Marine science deals with boating design, procedures, engines maintenance and navigation.

Prerequisites: None Homework: Some
Level of Difficulty: Middle
Special materials/supplies/fees: None
Offered at MVHS

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SOCIAL STUDIES

SS 25 ARIZONA HISTORY

1/2 Cr Grades 10-12 (Required) 1 Sem.

This course is designed to acquaint the student with the Arizona historical development, geography, cultural and social influences, economics, political and educational institutions and contributions of various individuals and groups. Required for graduation.

Prerequisites: None
Homework: Regular reading and writing assignments
Level of Difficulty: Middle
Offered at MHS, MCHS, MVHS, WHS

****

SS 30 (PART A) AMERICAN HISTORY 1 Sem.
SS 35 (PART B) AMERICAN HISTORY 1 Sem.

1/2 Cr. per Sem. (Required) Grades 10-12

A study of the growth and development of the United States from independence to the present. Emphasis is placed on the founding principles of democracy and the experiences of the American people in transforming their society from colonies to a responsible world power. This course builds on an understanding of the cultural patterns and economic trends which are responsible for our present American character.

Prerequisites: Arizona History preferred
Homework: Regular reading and writing assignments
Level of Difficulty: Middle
Offered at MHS, MCHS, WHS

****

SS 31 AMER. HISTORY -THE AMERICAN DREAM

1/2 Cr. Per sem. (Required) Grs. 10-12 2 Sem.

This course fulfills the state requirement in American History. Emphasis is placed on the values of Americans. What have people valued in the past? What do they seem to value today? What are Americans all about? What are their life styles, attitudes and outlooks? What is the heritage of the American people? The goals of the course include providing a comprehensive course in American history and the promotion of growth in the skills needed for effective citizenship.

Prerequisites: Arizona History Preferred
Homework: Regular reading and writing assignments
Level of Difficulty: Low
Offered at MVHS

****

SS 32 AMERICAN HISTORY- WARS AND PRESIDENTS

1/2 Cr. Grade 11 1 Sem.

This course is one way to complete half of the state requirements in American History. The student will study America's involvement in major wars, the causes, conducts and the results of these wars. Time will also be spent in an in-depth study of the men who have held the office of President of the United States. Emphasis will be placed on personalities and the ideas which have combined to shape the highest office in the land.

Prerequisites: Arizona History preferred
Homework: Regular reading and writing assignments
Level of Difficulty: Middle
Offered at MVHS

****

SS 33 AMER. HISTORY - POLITICAL PARTIES AND ECONOMIC HISTORY

1/2 Cr. Grade 11 1 Sem.

This course is another way to complete 1/2 of the American History requirements. The purpose of the course is to look at the role of political parties in the U. S. history and study the growth of different types of economies in America. The student will be concerned with the ability of political parties to allow peaceful political change and how they influenced critical periods in U.S. History. The student will also look at the controversies in economics regarding government, business groups, environmental groups and how wealth is distributed in the U. S.

Prerequisites: Arizona History preferred
Homework: Regular reading and writing assignments
Level of Difficulty: Middle
Offered at MVHS

****

SS 34 AMER. HISTORY - READINGS IN AMERICAN HISTORY

1/2 Cr. Grade 11 1 Sem.

This course is yet another way to fulfill 1/2 of the American History requirement. The student is required to interpret U.S. history through the writings of people living at the time. These readings provide the student with different points of view of the various events in American History. Readings are taken from the eras in which they occurred.

Prerequisites: Arizona History preferred
Homework: Regular reading and writing assignments
Level of Difficulty: Middle
Offered at MVHS

****

WORK EXPERIENCE PROGRAM

Because there is a need for student help in every department at the senior high schools, the Work Experience program has been established:

1. Student will receive 1/4 credit per sem.
2. Student will be registered under one number in each department.
3. The department head will receive the attendance roster of all students registered as Work Experience students in his/her department.

It is recommended a student be limited to one credit per school year in the Work Experience and Student Assistant programs. It is also recommended a student only receive two credits in these programs during his/her three years of high school.

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WE 90 CAREER EXPLORATION PROGRAM

1/4 - 1/2 Cr. per Sem. Grades 10-12 9 Wks to 2 Sem.

In this program, students will observe career areas that interest them. A booklet of self-directed assignments will assist them in looking at each job area critically. This elective does not include a regularly scheduled class. Students will visit actual work sites on a flexible schedule designed to fit the student's available time. Even late afternoons, evenings, or weekends may be used. A total of 64 hours of direct observation will be arranged. Occasional meetings with a counselor or teacher will occur to discuss the experiences and check the assignments. This program may be repeated to receive additional credit.

Prerequisites: None
Homework: Yes, some written
Level of Difficulty: Variable
Special materials/supplies/fees: Students must provide own transportation. Parent/guardian consent required. Insurance fee of $5.00 (may be waived if student is employed)
Offered at MHS, MCHS, MVHS, WHS

WE 40	WORK EXPERIENCE, AGRICULTURE
WE 41	WORK EXPERIENCE, ART
WE 42	WORK EXPERIENCE, BUSINESS EDUCATION
WE 43	WORK EXPERIENCE, ENGLISH
WE 44	WORK EXPERIENCE, FOREIGN LANGUAGE
WE 45	WORK EXPERIENCE, HOME ECONOMICS
WE 46	WORK EXPERIENCE, INDUSTRIAL ARTS
WE 47	WORK EXPERIENCE, MATHEMATICS
WE 48	WORK EXPERIENCE, PERFORMING ARTS
WE 49	WORK EXPERIENCE, MUSIC
WE 50	WORK EXPERIENCE, READING
WE 51	WORK EXPERIENCE, SCIENCE
WE 52	WORK EXPERIENCE, SOCIAL STUDIES
WE 53	WORK EXPERIENCE, PHYSICAL EDUCATION
WE 54	WORK EXPERIENCE, TRAFFIC SAFETY
WE 55	WORK EXPERIENCE, BOOK STORE
WE 56	WORK EXPERIENCE, INDIVIDUAL INSTRUCTION
WE 58	WORK EXPERIENCE, CAFETERIA
WE 60	WORK EXPERIENCE, PRINCIPAL'S OFFICE
WE 61	WORK EXPERIENCE, REGISTRATION OFFICE
WE 62	WORK EXPERIENCE, GUIDANCE OFFICE
WE 63	WORK EXPERIENCE, ATTENDANCE OFFICE
WE 64	WORK EXPERIENCE, MEDIA CENTER
WE 65	WORK EXPERIENCE, AUDIO VISUAL CENTER
WE 66	WORK EXPERIENCE, NURSE'S OFFICE

STUDENT ASSISTANT PROGRAM

Because there is a need for student help in every department at the senior high schools, the Student Assistant Program has been established.

1. Student will receive 1/2 credit per semester.
2. Student must have a Student Assistant Program application (with necessary signatures) completed before he/she can be registered in the program.
3. The job description should indicate such items as more responsibility, more work required, and any other items that justify giving the student more credit than a Work Experience student in the same department.
4. Students will be registered under one number in each department.
5. The department head will receive the attendance rosters of all students registered as Student Assistants in his/her department.

It is recommended a student be limited to one credit per school year in the Student Assistant and Work Experience programs. It is also recommended that a student only receive two credits in these programs during their three years of high school.

SA 30 INDEPENDENT STUDY, PROFESSIONAL INTERNSHIP PROGRAM (PIP)

1/4 to 1 Cr. Grade 12 1 or 2 Sem.

PIP is designed to give the students an opportunity to investigate in-depth professional fields they are considering for entry. It offers them experiences in more advanced facilities than those available on the high school campus.

Prerequisites: Teacher, administrative, counselor, and parental approval for entry into program.
Homework: Independent study assignments
Level of Difficulty: Middle - High
Offered at MHS, MVHS, WHS

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SA 64 MEDIA CENTER

1/2 Cr. per Sem Grades 10-12 1 or 2 Sem.

Students receive instruction in library skills and procedures with emphasis on the practical application of that instruction. While gaining valuable "on-the job" experiences, students provide Media Center services to students and faculty.

Prerequisites: Average or above grade average and approval of instructor
Homework: As needed
Level of Difficulty: Middle - high
Offered at MHS, MCHS, WHS

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SA 65 AUDIO VISUAL MEDIA SERVICES

1/2 Cr. per Sem. Grades 10-12 1 or 2 Sem.

This course offers theory and practical experience in the operation of Audio Visual equipment such as 16 mm projectors, slide projectors, some filmstrip projectors, record players, videocassette recorders and players, and associated equipment, etc. Students enrolled in this course help provide valuable audio visual media services for the instructional programs at the school.

Prerequisites: None Homework: Minimal
Level of Difficulty: Low - Middle
Special materials/supplies/fees: None
Offered at MHS, MCHS, WHS

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SA 70 TUTORING PROGRAM

1/2 Cr. per Sem. Grades 10-12 1 Sem.

This course is for able students who are trained as tutors to help others develop reading and study skills in other course areas. Emphasis is placed on the development of interpersonal relationship skills and methods to improve the self-concept of tutees.

Prerequisites: Average or above grade average and approval of instructor
Homework: As needed
Level of Difficulty: Middle - High
Offered at MHS, MCHS, MVHS, WHS

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SA 40	STUDENT ASSISTANCE, AGRICULTURE
SA 41	STUDENT ASSISTANCE, ART
SA 42	STUDENT ASSISTANCE, BUSINESS EDUC.
SA 43	STUDENT ASSISTANCE, ENGLISH
SA 44	STUDENT ASSISTANCE, FOREIGN LANGUAGE
SA 45	STUDENT ASSISTANCE, HOME ECONOMICS
SA 46	STUDENT ASSISTANCE, INDUSTRIAL ARTS
SA 47	STUDENT ASSISTANCE, MATHEMATICS
SA 48	STUDENT ASSISTANCE, PERFORMING ARTS
SA 49	STUDENT ASSISTANCE, MUSIC
SA 50	STUDENT ASSISTANCE, READING
SA 51	STUDENT ASSISTANCE, SCIENCE
SA 52	STUDENT ASSISTANCE, SOCIAL STUDIES
SA 53	STUDENT ASSISTANCE, PHYSICAL EDUC.
SA 54	STUDENT ASSISTANCE, TRAFFIC SAFETY
SA 55	STUDENT ASSISTANCE, BOOKSTORE
SA 56	STUDENT ASSISTANCE, INDIVIDUAL INSTRUC.
SA 58	STUDENT ASSISTANCE, CAFETERIA
SA 60	STUDENT ASSISTANCE, PRINCIPAL'S OFFICE
SA 61	STUDENT ASSISTANCE, REGISTRATION OFFICE
SA 62	STUDENT ASSISTANCE, GUIDANCE OFFICE
SA 63	STUDENT ASSISTANCE, ATTENDANCE OFFICE
SA 64	STUDENT ASSISTANCE, MEDIA CENTER
SA 65	STUDENT ASSISTANCE, AUDIO VISUAL CENTER
SA 66	STUDENT ASSISTANCE, NURSE'S OFFICE

PRE-EMPLOYMENT PREPARATION

PP 32 P.E.P. SCIENCE

1/2 Cr. per Sem. Grades 10-12 1 or 2 Sem.

An applied Science class where students get hands-on experience exploring all facets of Science: namely, Animal and Plant Science, Landscaping, Horticulture, Entomology, Soils, and Weather, etc.

Prerequisites: Counselor's Permission
Homework: As needed
Level of Difficulty: Low
Offered at MCHS

****

PP 35 P.E.P. MATH SEMINAR

1 Cr. Grades 10-12 1 Year

Students will have entry and exit levels determined by way of pre-and-post testing in three Math goal areas: 1. Efficient utilization of money operations and concepts; 2. Efficient utilization of computational skills and number concepts; 3. Efficient utilization of time and measurement operations and concepts. These goals will attempt to meet school, daily living, and occupational requirements within the limits of individual student ability.

Prerequisites: Permission of Counselor
Homework: As needed
Level of Difficulty: Low to Medium
Offered at MCHS

****

PP 36 P.E.P. ENGLISH SEMINAR

1 Cr. Grades 10-12 1 Year

English goal areas will include the development of writing skills, and reading recognition-comprehension skills to help bring success in school, daily living, and occupational activities--within the limits of individual ability. A progression of levels will run from the writing/printing of personal information to explaining the necessary steps, procedures, and behaviors in getting and keeping a job.

Prerequisites: Permission of Counselor
Homework: As needed
Level of Difficulty: Low to Medium
Offered at MCHS

****

PP 40 P.E.P. DRIVER EDUCATION

1 Cr. Grades 10-12 1 Sem.

As outlined in the Arizona Driver Education Resource Curriculum Guide, the general program goals are:

1. To prepare the students with performance capabilities for entry into the highway traffic system as vehicle operators.
2. To equip students with thought processes and motivations that will enable them to make wise decisions in situations that could lead to impaired driving performance.
3. To help students acquire the insights and motivations needed to become fully functioning operators and responsible members of the system.

The P.E.P. Driver Education Program consists of classroom instruction, laboratory instruction which includes use of the computer controlled simulator at A.S.U., and on-street instruction (behind the wheel).

Prerequisites: Student must be or turn 15 years 7 mos. old during the sem. enrolled. Permission of Couns.-permission of Teacher.
Homework: As needed
Level of Difficulty: Low to Med.
Offered at MCHS

****

PP 51 T.O.S. CONSTRUCTION TRADES

1/4 to 1/2 Cr. Grades 10-11 9 Wks - 1 Sem.

A construction exploration cluster which provides the student with beginning skills and knowledges in building maintenance, welding, painting, plastering, carpentry, masonry, plumbing, electrical, surveying, and roofing. Safety is stressed at all times and job opportunities are discussed.

Prerequisites: Permission of Counselor
Homework: Minimal Level of Difficulty: Low
Offered at MCHS

****

PP 53 T.O.S. AGRICULTURAL CLUSTER

1/4 to 1/2 Cr. Grades 10-12 9 Wks to 1 Sem.

An agricultural exploration cluster which provides the student with beginning knowledges and experiences in all phases of agriculture and Ag related occupations including, but not limited to, animals, plants, machinery, horticulture, and landscaping. Upon achieving competency in this area, the student may shift to another field of T.O.S. interest.

Prerequisites: Counselor's Permission
Homework: Minimal Level of Difficulty: Low
Offered by MCHS

****

PP 55 T.O.S. SERVICE TRADES

1/4 Cr. Grades 10-11 9 Wks

A trade skills exploration cluster which provides the student with introductory skills and knowledges in electrical controls, small and large appliances, heating and cooling, custodial services and small gas engines. In addition, the student will learn about job opportunities and job requirements.

Prerequisites: Permission of Counselor
Homework: Minimal Level of Difficulty: Low
Offered at MCHS

****

STRATEGY: ELECTIVE COURSES

DEVELOP SOME ELECTIVE HIGH SCHOOL COURSES THAT HAVE HEAVY CAREER EDUCATION EMPHASIS

COST:

No additional cost if developed carefully. If a vocational education model of small class loads are allowed it could add extra costs. Several districts have shown that this model need not be used.

FINANCE STUDY IMPLICATIONS:

Given the centrality of the idea that students should get hands-on work experience while learning about careers, more must be done to get them outside the schoolhouse...It may be that satisfactory programs for accomplishing this--programs that solve the logistics of transportation, schedules, and absence from other classes--have not yet been invented, or at least, not yet been publicized and disseminated. This seems to be a frontier for aggressive exploration. It may be that districts can manage a major expansion of the non-cash contributions by convincing employers and workers to spend time at their job sites with students and to help districts organize and administer such programs. (page 14)

INFORMATIONAL STATEMENT:

Although career education for the most part is to be one of infusion, it is possible to delivery on some of the career development concepts through actually career related courses. It should be noted however, that unless these are required courses, and most are not, then it must not be the only delivery mode. In fact, these classes are, in some districts, being phased out. If courses are designed (and they are usually at the secondary level), it is important to not let them be any more expensive than other elective courses. Some of the courses around the nation include such course titles as "Career in English", "Career Exploration Program", "Work Study Program", etc.

SAMPLE BOARD EXHIBIT:

Three exhibits are included here. Exhibit 17 is a board statement on work experience opportunities. Exhibit 18 is on alternative programs, while Exhibit 19 is related to community instructional resources and their use.

SAMPLE STRATEGY EXHIBIT:

Sample Strategy Exhibit 35 is an overview of a career exploration program for students in grades 9-12 in one school district.

SAMPLE BOARD EXHIBIT 17

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGADA District Code:

WORK EXPERIENCE OPPORTUNITIES

In keeping with its stated goals and objectives for career development and work experience opportunities for students (see statement IGAD), the Board shall approve district-wide plans offering students alternatives in career preparation. All such arrangements shall be developed and administered in conformance with state law and the regulations of the State Board of Education, which shall have the final approval of the programs authorized by this Board.

Three types of career development education currently have Board approval:

> Exploratory Career Development Education has as its general purpose the vocational guidance of the pupil through affording him opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring.
>
> General Career Development Education has as its purpose the supervised part-time paid employment of pupils with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by a pupil need not be related to the occupational goal of the pupil.
>
> Vocational Career Development Education has as its purpose the extension of vocational learning opportunities for the pupil through part-time paid employment in the occupation for which his course in school is preparing him.

In order to effect these programs in the schools, the superintendent shall prepare for Board approval the plan and application to the state agency necessary to operate the program.

Adopted: (date)

LEGAL REFS.: Education Code, Sections 5985-5992
California Administrative Code, Title 5, Article 5,
Sections 10070-10078

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGADA District Code:

"Work experience opportunities" as used in this descriptor, is a general term, and covers any work experience opportunities that are offered as part of the instructional program. (It does not cover "employment of students" in the sense that they may hold jobs to earn money in order to continue school.) This policy category should address only work experiences during school time for which the student earns course credit (and probably also earns money).

"Work study programs" as defined by federal and most state governments are simply jobs, federally and/or state-funded, through which a student earns money to stay in school. These jobs have nothing to do with instruction; code under JK, Employment of Students.

(Grossmont Union High School District, La Mesa, Calif.)

SAMPLE BOARD EXHIBIT 18

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGBH District Code:

ALTERNATIVE PROGRAMS

Attendance Requirements

The basic planned educational experience for district students shall encompass thirteen years, beginning with kindergarten. It is the district's policy, however, to allow modifications which will provide for early or delayed completion of all state and local program, credit, and performance requirements. In allowing modification of the attendance requirements for graduation, the administration shall consider the age and maturity of the student, access to alternative learning experiences, the student's performance level, and the desires of parents and guardians.

Alternative Educational Experiences

Oregon Administrative Regulations provide for local boards to adopt policies allowing for individual program completion in more or less than 12 years. Alternative educational experiences gained outside the normal school experience may be considered in the granting of credit. These activities may be supervised by individuals other than district personnel in locations removed from the district's facilities, or they may be self-directed activities initiated by the student.

A maximum of 90 term hours may be earned in approved programs outside the regular school program. Credits must meet the requirements established by (Oregon) State Minimum Standards. Credits shall be granted only when a written agreement among the student, parents, participating agency, and school authorities is completed prior to the student's beginning the program.

The Board of Education hereby authorizes the school administration to develop guidelines and procedures for enrolling students in alternative educational experiences within the framework established in the following policy statements:

A. Community Internship Programs

Community internship experiences shall be defined as learning experiences in which the majority of learning is supervised by other than district employees in a setting removed from regular school buildings and grounds. The experience shall be described in a specific written agreement among the student, parent, outside agency, and school authorities. In order for credit to be awarded, the community internship experience shall meet the following provisions:

1. Learning activities shall be considered part of the regular school curriculum. Performance standards shall be established in the written agreement.

2. The student's activities shall be supervised by a designated person in the participating agency.

3. In approving the student's community internship proposal for credit, consideration shall be given to the student's interests, abilities, and educational goals.

Community internship programs may generally be divided into the following categories:

(a) training internships in community or government;

(b) participation in training or performance groups, such as community symphonies, art, or science museums;

(c) approved travel or other legitimate student-designed enrichment experiences.

B. Work-Training Programs

Work-training programs shall be defined as learning experiences in which the student explores career interests in occupational fields the regular curriculum does not cover. The work experience shall consist of a minimum of 15 hours per week for a period of 12 weeks to earn five term hours of credit.

To participate, the student must make application to the designated administrator. The application will indicate the proposed location of the work experience, the types of activity in which he will participate, the expected learner outcomes and how they relate to his educational goals, the tentative work schedule, and other factors which the instructor deems pertinent.

The student must meet alternative requirements and satisfy performance standards in order to earn credit.

C. Independent Study

Independent study shall be defined as a personal learning experience when the student assumes the major responsibility for the goals, activities, and evaluation of that experience.

Credit for independent study will be determined by the type of activity involved, the learner outcomes, the time required for completion, and the final product.

To participate in independent study, the student must have previously demonstrated sufficient maturity and self-motivation to complete an independent program with a minimum of supervision. Proposals shall be presented to the designated administrator or his designee. In addition, provisions for an independent study project shall be outlined in a specific written agreement involving the student, the parent, and the school.

D. Other Educational Programs

Other educational opportunities exist for students to enroll in courses at Parkrose Summer Twilight High School, through the East Multnomah Evening School, and through college or university programs.

Credit for summer schools or evening schools other than those listed above will be analyzed by the responsible administrator or his designee and equated to those from the local programs.

Prior approval must be obtained if college credit is to be used for high school credit.

E. Credit by Examination

Credit-by-examination may be used to earn up to 45 term hours. Students who successfully pass an examination for a course will have the enrollment and attendance requirements for that course waived. Credit for the course shall be noted on the student's transcripts, and the course shall count toward graduation requirements.

The transcript will identify clearly those credits earned by examination.

Credit-by-examination will not be used in computing cumulative G.P.A., establishing class work, or meeting criteria for honors.

Adopted: (date)

LEGAL REF.: O.A.R. 22-125

(Parkrose School District, Ore. Partial policy.)

This policy might also be coded under IGADA, Work Experience Opportunities (see box there). But since this policy also covers independent study, credit-by-examination, etc., it was felt to be more accurately named "Alternative Programs," and filed here.

SAMPLE BOARD EXHIBIT 19

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IIC
	District Code:

COMMUNITY INSTRUCTIONAL RESOURCES

The community is full of rich resources, and our schools should take advantage of their potential. Career education seeks to encourage such school-community collaboration, and the community is willing to play its part.

The school district's efforts to make full use of community resources must be thoroughly planned and coordinated. The resources are abundant, but the community may reject participation if it is overburdened with unrealistic demands. Therefore, the Board supports the establishment of a comprehensive "career placement service" which will join school and community resources and facilitate career development K-12.

Through this joint service:

- Places will be identified:
  - for young children to visit work sites in the community;
  - for junior high students to visit on a one-time or continuing basis;
  - where individuals can get full-time or part-time temporary employment;
  - that can use volunteer help;
  - where students can enter full-time permanent employment;
  - where students can continue education.
- Resources from the community that can be used in the schools must be found and catalogued.
- There must be a system for matching student and school needs with the various community resources.
- Procedures for giving students the experiences the community offers and for supervision of students during those experiences must be established.
- Procedures for evaluating experiences and keeping resource files up-to-date are essential.

1 of 2

Through careful joint planning, the community's resources will be used without overloading any single group, business, or individual.

The superintendent shall be responsible for coordinating the "career placement service" and for establishing regulations under which outside personnel and resources are to be used in the schools' instructional program. Each principal should weigh the needs of his or her individual school, and then present to the "career placement service" any requests or proposals for use of the service.

Adopted: (date)

CROSS REFS.: ABA, Community Involvement in Decisionmaking
IGAD, Career Education
IIC Subcodes (all pertain to community resources)
KA, School-Community Relations Goals

Note: A chart showing the operation of the "career placement service" follows as exhibit IIC-E.

SAMPLE STRATEGY EXHIBIT 35

CEP

The Career Exploration Program*

SCHOOL AND COMMUNITY WORKING TOGETHER HELP THE YOUNG PEOPLE OF MESA LEARN ABOUT CAREERS THROUGH REAL INVOLVEMENT WITH THE WORLD OF WORK.

What is the CEP?

The Career Exploration Program (CEP) is an opportunity for high school students to earn school credit by exploring careers of their interest. Visits are arranged for times when students are not in regularly scheduled classes.

Students must observe for 64 hours over a period of eight to ten weeks; that is approximately eight hours per week. One or more occupations may be observed during this time.

1 of 3

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*Mesa Public Schools, Mesa, Arizona

WHAT IS THE ROLE OF BUSINESS?

Any businessperson who agrees to supervise a CEP student for this involvement is asked to do three things:

1. Arrange for the student to see and/or experience as great a variety of representative work processes as possible. Try to determine what would best help the student get the "feel" of that job.
2. Assign someone to supervise and guide the student when you are not available. Supervisory people should try to talk to the student about opinions and experiences with this occupation.
3. Maintain contact with the school and be open and honest about suggestions or problems.

Students learn about the various factors which are important in making good career decisions. During the visits to work sites, students complete assignment booklets which guide them in a careful study of the jobs, the work settings, and the advantages and disadvantages of various occupations.

Students try to imagine how their own interests and abilities compare with various job characteristics. Sometimes students are allowed to try some of the tasks at the work site. These are usually the students' favorite activities.

WHAT DO STUDENTS LEARN?

WHAT PART DOES THE SCHOOL PLAY?

The school contacts the businesses and arranges the students' observational visits.

All of the students' written assignments are designed and checked by the school.

Sponsors at the school meet with students periodically to discuss the experiences they have had under the Career Exploration Program.

ARE STUDENTS PAID?

Not usually. But students who already have paying jobs may use that site for a CEP experience.

Aside from this exception, students are NOT paid and DO NOT become employees at a regular job. They observe and explore only.

3 of 3

STRATEGIES: FIELD TRIPS

INSIST THAT ALL INSTRUCTIONAL FIELD TRIPS BE CAREER RELATED

ENCOURAGE CORPORATIONS AND LOCAL BUSINESS TO SUPPORT FIELD TRIPS BY DONATING THE TRANSPORTATION

ENCOURAGE WALKING FIELD TRIPS THAT ARE CAREER RELATED (WITH THE ENERGY PROBLEMS CONFRONTING US)

COST:

No additional cost

FINANCE STUDY IMPLICATIONS

Another possibility would be to redesign all school-sponsored field trips so that they incorporate opportunities to observe people at work. That means better use of money already being spent. (page 14)

"In some communities, corporations supply more than half of the no-cash contributions and in a few cases they supply all of them. A small part is in the form of transportation...supplied by companies in some cases, 'other' sources supply more than half of the non-cash contributions and in some cases all of them. The 'other' sources include Chambers of Commerce, which arrange trips for students...." (page 20)

"The districts typically supply not only half of the cash for career education, but half of the non-cash contributions as well. These contributions come in various forms:...trips for career education buried in the regular transportation budget rather than earmarked as career education trips." (page 20)

Still another possibility is to design cost-free individual trips to nearby places within walking distance or to places where students can get transportation...." (page 14)

INFORMATIONAL STATEMENT

Unfortunately some people think that the traditional field trip is fulfilling career education thrusts. Usually it is a weak thrust. Certainly getting students out into the world of work subtly influences their knowledge of the world of work. But teachers need to know how to focus a major part of the trip directly on career development concepts. Instead of only focusing on the service or product of a business, they also need to focus on the workers and their environment. Teachers need training in how to effectively conduct field trips.

It is quite easy to establish the ground rule that all field trips are to have a career education flavor. Also many corporations, local businesses and service groups will provide transportation to work sites. Be sure that you have liability insurance coverage.

With the ever increasing problems with energy, some districts are decreasing the number of field trips taken each year. Teachers must be encouraged to find alternatives to the field trips. Most are finding that they can take very interesting "walking field trips." Some are using a few high school students to videotape work sites as if students were taking a field trip and making a library of video trips for teacher use.

SAMPLE BOARD EXHIBITS:

Three exhibits are included -- statements on field trips and excursions (Exhibit 20); special use of school buses (Exhibit 21); and student transportation in private vehicles (Exhibit 22).

SAMPLE STRATEGY EXHIBITS:

A set of written field trip guidelines which include criteria related to career education is shown in Sample Strategy 36. A Resource Request Form which is used for not only field trips but career speakers, telelectures, and videotaped interviews is displayed in Sample Strategy 37. Sample 38 is a form for an overnight or several day field trip while Sample Strategy 39 is an evaluation form to be filled in by teachers after a field trip. Both of these last two samples have incorporated career education.

SAMPLE BOARD EXHIBIT 20

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: IICA District Code:

FIELD TRIPS AND EXCURSIONS

Philosophy

The Board recognizes that there is a vast quantity and variety of learning resources outside school walls, and is aware of the potential our community has for improving the quality and depth of educational experiences. Whatever students can experience firsthand is often more meaningful to them than things that are only talked or read about.

Field trips--properly planned, properly supervised, and properly integrated into the instructional program--are not to be considered "outings" or days off from school. They are, in fact, extensions of the curriculum and of the school plant.

Therefore, all field trips sponsored by the schools shall be educational in nature and shall be related to the subject matter and the objective of instruction at the particular grade level. Field trips are lessons, and are to be planned as such, with definite objectives determined in advance. Appropriate instruction shall precede and follow each trip.

As much as possible, community resource persons and organizations shall be involved in the planning and conduct of field trips, so that students may derive the greatest educational benefit from the trip.

Who May Go

In most cases, an entire class will take part in a field trip. From time to time, however, trips may be planned for a smaller group (when, for example, the place to be visited can accommodate only a small group; or when the trip is appropriate only for a few students working together on a project). The Board also wishes to make it possible for an individual student to make a field trip if such a trip would benefit his or her instructional program.

In all cases when only part of a class will go on a field trip, the administration shall ensure (a) that satisfactory arrangements are made for the instruction of those staying in school, and (b) that adequate transportation and supervision are provided for those who are going on the trip.

Distance and Duration

1. Regular field trips shall be defined as those trips that take place within the community, or the metropolitan area, and to places near enough so that the trip can be accomplished during one school day. Those trips may be planned and approved at the building level, subject to availability of transportation.

2. Extended field trips are categorized as follows:

   (a) trips of several days' duration when school is not in session (e.g., a trip to Washington, D.C.; language trips to Canada and Mexico);

   (b) field trips within the state involving more than one day's time while school is in session.

   Permission for extended field trips must be secured from the superintendent, subject to review by the Board.

   Field trips out of state while school is in session shall not normally be approved. However, the Board will consider special requests for such trips when they are necessary, well-planned, adequately chaperoned, and satisfactorily financed.

Parental Permission

Written permission from parents shall be obtained prior to any child's going on a school-sponsored field trip.

Expenses

Field trips that are part of the instructional program and do not involve overnight stays shall be paid for by the school district.

Field trips that are part of the schools' extracurricular activities (such as sports spectator trips, band trips, etc.) and/or trips that involve overnight stays, will usually involve some expense to the participating student. Care shall be taken by the administration that such trips do not proliferate to the point where the expense becomes a burden for the parents.

Fund drives shall be allowed under the Board's policies on student gifts and solicitations and student fund raising activities. In no case shall a student be prevented from participating in a field trip solely because of his or her inability to pay.

EPS/NSBA
Educational Policies Service of the
National School Boards Association

EPS Code: IICA

District Code:

Regulations Governing Field Trips

It shall be the responsibility of the superintendent to set district-wide regulations for the conduct of field trips, and each building principal shall set rules for his or her school that comply with Board policy and district regulations.

Adopted: (date)

CROSS REFS.: EEAD, Special Use of School Buses
IGDF, Student Fund Raising Activities
IICB, Community Resource Person
JL, Student Gifts and Solicitations

Any policy on field trips and excursions has career education overtones, especially if--as in the example given here--provision is made for small groups of students or even a single student to make a trip that fits with a particular interest or project.

Involving community resource persons in planning such trips is also career education-related.

SAMPLE BOARD EXHIBIT 21

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: EEAD
	District Code:

SPECIAL USE OF SCHOOL BUSES

The Board wishes to make optimum use of the district's school buses in its efforts to provide students with lively and worthwhile educational and recreational experiences outside their regularly assigned school buildings. Therefore, the Board encourages special use of school buses whenever such use, in the judgment of the appropriate administrator, (1) will enhance the students' learning program, (2) will not interfere with the use of a school bus for regular transportation runs, and (3) is within the financial limitations set by the school budget.

Transportation for Field Trips and Activities

1. Special transportation may be provided for school-sponsored student trips to points of interest approved on application to the building principal.

2. Applications for trips shall be reviewed by the principal and the transportation supervisor to make sure the proposed trip meets the three criteria set by Board policy above.

3. The transportation supervisor, in consultation with the building principal and subject to approval of the superintendent, will set minimum numbers of students required to obtain special bus services. (For example, a minimum of four students might be required before a minibus is made available; a minimum of 15 students might be required for a bus.)

School-Affiliated and Community Organizations

It is the policy of the Board to provide transportation to and from school-related activities of a cultural nature sponsored by such organizations as the PTA or school clubs, provided the organization receives prior approval from the appropriate administrator(s).

Community organizations sponsoring special trips or programs related to certain aspects of the district's instructional program--specifically, career education--will also be granted special use of school buses, provided the proposed outing meets the three criteria set by Board policy above.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: EEAD District Code:

Work-Study Transportation

It is the policy of the Board to provide transportation over main road trunk routes (to be determined by the transportation supervisor) for qualified students in the high school work-study program, so that these students can get to and from their jobs within the school district.

The program supervisor shall be responsible for coordinating the beginning and ending times of the students' jobs, so that students can be transported to their destinations as efficiently as possible and can return to the high school in time to connect with home-bound late activity buses.

Placement for out-of-district employment shall only be considered upon written parent declaration that transportation to and from the place of employment will be provided by the parent or their adult representative.

Special Transportation Across Attendance Area Lines

1. Every effort shall be made to provide school bus transportation for all students assigned to special classes or special schools. Determination of the type and extent of transportation is decided by the proper school authorities, and is dependent upon the needs of the student(s) and the resources of the school district.

2. In some instances, responsibility for transportation is assumed by the parents. This should be mutually agreed upon by parents and school officials before a student is enrolled in a special program not offered in the student's regular attendance area.

3. Before any student is assigned to a special class outside his home school, careful planning shall be done by the school principal(s) involved, the Department of Special Education, Career Education, Vocational-Technical Education, or other appropriate department, and the transportation supervisor. The most efficient and economical method of transportation for each individual case shall be determined.

4. A student eligible for transportation to attend a special program not housed in his home school may be expected to use one of the following methods of getting to and from class:

    a. If possible, he shall ride the regular school bus serving the school to which he is assigned.

    b. He may ride public service buses serving the area. Elementary pupils are not expected to ride public service buses that would discharge them more than one block from the school which they are to attend, or more than two blocks from their home.

EPS Code: EEAD

District Code:

c. He may ride any Board of Education bus--regular or special--serving his area to a designated pickup point from which shuttle service is provided to take him to his assigned school.

d. Every effort shall be made to provide shuttle bus service to serve special classes to which children from several schools are brought together for special instruction.

Adopted: (date)

CROSS REFS.: EEAE, Student Transportation in Private Vehicles
IICA, Field Trips and Excursions

This policy deals with the transportation aspects of special events and programs. (The policy dealing with field trips as and instructional device is filed under IICA.)

An EEAD policy might also mention special arrangements for spectator buses, transportation to private and parochial schools, and use of school buses by senior citizen groups.

SAMPLE BOARD EXHIBIT 22

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: EEAE District Code:

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

A staff member may transport a student or a group of students in his own car only if he has standing authorization to do so, or if he has special permission covering a specific trip.

1. Standing authorization. School administrators, school nurses, and other pupil services personnel are granted standing authorization to transport students in their private vehicles for school-related purposes or in emergencies.

2. Special authorization. Other professional staff members, such as coaches, music teachers, activity sponsors, or career education coordinators may, in exceptional cases, be granted special permission by the building principal to provide transportation to students in their private vehicles. "Exceptional cases" will be determined by review of the purpose of the trip, the number of students traveling, relative costs, safety factors, etc.

   Building principals may also request that staff members use their private automobiles on a field trip or activity when a group is too small to justify the use of a bus or when a bus is not available.

3. Parents/Guardians. Parents shall not be asked to provide transportation for school-related activities, unless the special nature of the trip and/or its educational value to the student(s) outweigh the obvious inconvenience and risk of such transportation. The building principal shall make sure all other possible means of transporting the students in question have been explored before parents are asked for assistance.

   The parents of students to be transported in this manner shall be fully informed in advance, and shall give their consent in writing.

4. Liability insurance. Whenever a private vehicle is used to transport students, the building principal shall require the owner of the vehicle to verify in writing that the automobile is properly insured so as to protect the school district from liability or damages in the event of an accident. The private vehicle being used must be insured in the amounts of $100,000-300,000 personal injury liability and $25,000 property damage, minimum.

   The school district shall assume, through its transportation insurance, liability over and above the required coverage.

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5. In no case shall students transport other students on school-sponsored trips.

Adopted: (date)

CROSS REFS.: EEAD, Special Use of School Buses
IICA, Field Trips and Excursions

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STRATEGY: RECOGNITION

RECOGNIZE THOSE WHO HAVE CONTRIBUTED MUCH TO CAREER EDUCATION ENDEAVORS

COST:

[illegible]

FINANCE STUDY IMPLICATIONS:

"Intermediate school districts, philanthropic foundations, corporations, and other sources such as labor unions and voluntary organizations should be approached not for cash but for contributions of other kinds." (page 19)

INFORMATIONAL STATEMENT:

It doesn't cost a penny but it is, according to most research studies, the number one satisfier. It is recognition for a job well done. Establish several ways of recognizing individuals. Set criteria for each type of recognition. Make sure you have criteria so that there is not a great difference in amount of contribution for the same type of recognition. Recognize individuals through the newspaper, at faculty meetings, or business/corporation meetings, or organizational news letters. Save the most important ones for recognition at board meetings.

SAMPLE BOARD EXHIBIT:

Exhibit 28 shares a short board statement on recognitions for accomplishment.

SAMPLE STRATEGY EXHIBIT:

Sample 43 is a set of certificates that have been used in career education endeavors in a few districts.

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SAMPLE STRATEGY EXHIBIT 36

GUIDELINES FOR FIELD TRIPS*

A. GENERAL PHILOSOPHY

The district philosophy supports the idea of extending learning experiences into the community by means of field trips. Such excursions are justified when they contribute to making the regular classroom activities more meaningful to learners. The following criteria should be used as a district and unit guide for approval of field trips:

(1) The educational intent of the trip must be related to the educational goals and objectives of the school and district.

(2) The approach must include a career education focus.

(3) Cost of the trip must be evaluated in relation to the planned educational outcomes for students as well as monies available.

(4) The time factor involved should be considered when comparing the "value" of the trip with another possible alternative.

(5) The needs of the students, beyond those of a purely academic nature, should influence the planning and purposes of the field trip.

(6) The content, organization and general purposes of the trip should be reflected in the planning.

(7) Safety factors must be considered in relation to the age and abilities of the students involved.

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*Adaptation of Guildelines in the Operational Handbook, Mesa Public Schools, Mesa, Arizona.

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B. TRANSPORTATION FOR FIELD TRIPS

(1) Private vehicles can only be used as a means for transporting students on field trips upon designation by principal and the Business Superintendent's approval. The vehicle operator must carry a minimum of $50,000 to $100,000 liability insurance coverage.

(2) In most instances, district buses and/or other district vehicles will be used. Commercial transportation is not encouraged, but can be utilized upon approval of the Assistant Superintendent for Educational Services.

(3) Commercial airlines can be used when such agents have appropriate insurance coverage and upon approval of the Assistant Superintendent for Educational Services.

(4) Adult supervision by school employees is required on all field trips. Only school employees may transport students on such trips.

(5) Normally the use of school buses for field trips is limited to the hours between 9:00 a.m. and 1:30 p.m. on Monday through Friday. This is necessary because of normal transportation needs. Requests that deviate from this guideline must be approved as an exception to the norm. Two buses are specially available for extended career education trips. These are available from 7:00 a.m. to 5:00 p.m.

(6) Distances on educational field trips are limited by transportation and the amount of monies available.

(7) The District's liability insurance only covers injury if negligence is proven against the school district. In other circumstances the student's insurance covers.

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C. EXTENDED FIELD TRIPS

(1) Trips of more than one day can be arranged within the state if they meet the criteria outlined in Section "A" and if the individual submitting the request provides the following information:

(a) The intent and purpose of the trip.
(b) An overview of the activities involved.
(c) Parental permission for the student to participate.
(d) Monetary support needed and sources of that support.
(e) Students involved with data pertaining to number, age, sex, course or class, grade level, and other pertinent information.
(f) Sponsorship and supervision -- pupil-adult ration, who are going in terms of instructors, chaperones, drivers, etc. (Girls must have women supervisors).
(g) An evaluation plan.

(2) Transportation can be provided for "extended" field trips (two to three days) upon request and when such field trips do not interfere with the normal transportation needs of the district. Out of state trips are permissible only upon approval of the Superintendent and Board and in the case of secondary schools, the Arizona Interscholastic Association.

D. APPROVAL PROCEDURES

(1) All field trip requests must be approved by the school principal. They are subject to further approval by Educational Services and the Business Services Office.

(2) Requests experiencing disapproval action at any level are subject to appeal to the next level of action.

(3) The individual disapproving the request must inform those submitting the request as to the reasons for his/her disapproval action.

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E. FINANCING OF FIELD TRIPS

(1) Monies for field trips normally derive from either student funds or district budget allocations.

(2) Elementary students, K-6, are not to be charged for transportation costs. Other expenditures such as meals and lodging can be drawn from student funds or pupils may be assessed a fee. Under no circumstances, however, should a student be deprived of participating in a field trip because he/she cannot afford the expense.

(3) Normal procedures are to be followed in requesting financing of field trips by use of the appropriate requisition forms.

(4) All fund raising activities for the purpose of financing regular or extended field trips must be approved by the Assistant Superintendent for Educational Services.

F. PARENTAL PERMISSION FOR TRIPS

It is necessary to have on file a "permission slip," signed by the parent/guardian before a student will be permitted to participate in a field trip activity. Exceptions to this may be approved by the principal if verbal permission is granted.

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SAMPLE STRATEGY EXHIBIT 37

RESOURCE REQUEST FORM *

INSTRUCTIONS FOR THE TEACHER

1. Complete this form three weeks prior to a field trip and submit it to the principal for signature and approval.

2. For Career Education resources, after approval by the principal, route to Community Resource Services: Attention ____________

CHECK NATURE OF REQUEST

A. Observation Tour ______
B. Career Speaker ______
C. Telelecture ______
D. Videotaped Interview ______
E. Other ______

Teacher's Name ______________________ School ______________

Phone Number ____________ Date Resource Desired ______________

Alternate Date(s) ______________________
(Please specify any day that would not be acceptable)

Desired Time for Speaker ____________ Desired Time for Tour: From ________ To ________

Number of Students ____________ Grade/Subject ______________

Type of Funding: ________ Career Education: ________ District: ________ Student Funds: ________ Other.

I. NATURE OF REQUEST

A. Tour – suggested destination(s) ______________________

____

B. Career Speaker – occupation the speaker should represent and/or topic to be covered ______________

____

C. Telelecture – name of speaker and/or specific topic to be covered ______________

____

D. Videotaped Interview – occupation to be represented and/or topic to be covered ______________

____

II. INDICATE THE PURPOSE OF THE COMMUNITY RESOURCE EXPERIENCE

- ☐ Career Education
- ☐ Change Attitude
- ☐ Communication Information
- ☐ Create Interest
- ☐ Present Problem/Raise Questions
- ☐ Recreation
- ☐ Other (Specify)

Please elaborate on the purpose, explaining how the experience will relate to your classroom activities:

____

____

____

____

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*Mesa Public Schools, Mesa, Arizona

1 of 2

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III. CLASSROOM RELEVANCE

A. Describe briefly some of the specific areas you feel would be of interest to your class that you anticipate hearing/seeing:

____

____

B. Describe briefly the plans you have for follow-up experiences with your class:

____

____

C. How will you evaluate the effectiveness of the experience and/or increased student learning as a result of the experience?

____

____

D. Please list at least two (2) objectives you wish the students to achieve as a result of this experience:

____

____

IV. ADDITIONAL INSTRUCTIONS FOR THE TEACHER

A. Indicate other adults who will be present/accompany the class. (One adult per ten students recommended.)

____

____

B. If applicable, attach a copy of the parental permission form used to the principal's copy only, and indicate summary of parent responses.

__________number of students in class
__________number of students with parent permission to leave school
__________number of students to remain at school
__________What arrangements have been made for these students? ____________________

____

C. The teacher is responsible for student preparation activities relevant to: Behavior on the bus, conduct at destination, courtesy, and safety awareness. The teacher must notify the school cafeteria manager one week in advance of a trip. The filing of this request indicates that these preparation activities will be conducted by the teacher.

____
(Signature of Teacher)   (Date)

The proposed activity is approved:

____
(Signature of Principal)   (Date)

2 of 2

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SAMPLE STRATEGY EXHIBIT 38

EXTENDED FIELD TRIP REQUEST FORM

Definition: This form must be completed for any field trip extending beyond the normal hours (8:00 a.m. to 4:00 p.m.).

I. What is the extent and purpose of your field trip? (dates, times, etc.)

____

____

____

II. Please give an overview of the activities of the field trip and how they relate to your class activities and how they relate to career education.

____

____

____

____

III. How will funds be raised for this extended field trip?

____

____

____

Please be sure the following items have been completed:

1. Parental Permission Slip completed for each particular student. ☐
2. Appropriate sponsors for field trip monitoring (school personnel). ☐
3. How many students are involved: Number__________
   Grade Level__________
   Number of Sponsors_____
4. Is transportation Request Form attached (if applicable)? ☐

Requesting Teacher______________________

Principal's Approval______________________

School______________________

☐ Approved

☐ Disapproved

Reason:______________________

Assistant Superintendent
Educational Services:______________

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SAMPLE STRATEGY EXHIBIT 39

TEACHER EVALUATION OF FIELD TRIP

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The content of the field trip was relevant for my students.					
2. The vocabulary used by the leader of the trip was appropriate for my students.					
3. The students were enthusiastic about the field trip.					
4. The field trip showed a variety of career information.					
5. The field trip provided a valuable learning experience and helped enrich my instructional activity.					

6. I had previously acquainted myself with the areas to be seen on the field trip. Yes ☐ No ☐

NOTE: Please ask the students to indicate, by raising their hands, if they thought the field trip was worthwhile.

No. of Responses: _____ Positive _____ Negative _____ Total Number of Students Participating

Length of time actually spent at the site ____________________.

If you wish to make any comments, please use the back of this form.

* * *

School ____________________ Teacher ____________________

Field Trip to ____________________ Date of Trip __________

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STRATEGIES: COUNCILS AND VOLUNTEERS

FORM ACTION COUNCILS/COMMITTEES OF COMMUNITY AND EDUCATION LEADERS TO PROVIDE SUPPORT AS WELL AS PLANNING AND IMPLEMENTATION

USE COMMUNITY VOLUNTEERS TO ASSIST IN DELIVERY OF CAREER EDUCATION AS WELL AS PLANNING AND TRAINING FUNCTIONS

COST:

No cost

FINANCE STUDY IMPLICATIONS:

"...a regular series of committee meetings...are important for a successful program...Regular meetings of committees representing both the outside community and the professional staff help communicate the purposes of career education to the community and draw in outside ideas as to how to accomplish it. Community participation in such committees is an important, non-cash contribution to the effort and usually paves the way for additional non-cash contritutions in the form of time volunteered by employers and workers to chaperone students through work sites and/or to visit schools to explain the realities of work...." (pages 6-7)

"...In some communities, corporations supply more than half of the non-cash contributions and in a few cases they supply all of them...some of it goes to acting as members of career education committees and task forces...." (page 20)

"The personal time of talented members of the community, specialized services such as printing and transportation, administrative assistance in contacting organizations and arranging special events for students as well as useful materials for teaching about careers are available from local school districts, corporations, voluntary organizations, and elsewhere. They can be as valuable as cash. In fact, they can be better than cash because they can give students experiences money cannot buy. Boards of education should encourage their administrators to seek such non-cash contributions and to seek them actively..." (page 21)

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INFORMATIONAL STATEMENT:

Actually the above quotes from the finance study really state the rationale for using councils. It is important in using councils that their relationship to the board is specified before beginning their task. Here are some guidelines for councils.

- Advisory committees may be formed periodically to assist the Board of Education and school district personnel in strengthening educational programs for students

- Advisory committees do not have any legal authority. Citizens serve on a committee solely for the purpose of improving educational opportunities in the community, by examining a specific area of school district operations and then providing a set of recommendations designed to improve existing conditions.

- When an advisory committee is established, the Board of Education or Superintendent will identify the chairperson. If it becomes necessary to replace the chairperson, either the Board of Education or the Superintendent will determine who the replacement will be.

- An advisory committee is established to work on a specific task for a definite period of time. When a committee is formed, members will be provided with a written statement of their charge.

- Committee members should limit their activities to the task identified at the time of their appointment.

- The Superintendent should make available to the advisory committee the appropriate school district resources which are needed to help insure the smooth operation of the committee.

- Citizens serving on an advisory committee should receive credit for their efforts, and the total effort of the committee should be recognized by the community. However, all press releases must be approved by the Superintendent and channeled through the school district's Office of Public Relations.

- The chairperson should arrange that the group elect officers. At a minimum, the group should elect a vice-chairperson and a secretary.

- Depending upon how the committee is formed, it will be responsible to either the Board of Education or the Superintendent.

Most successful career education endeavors have had strong community action councils. They have supported career education long after outside funding sources have ceased.

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SAMPLE BOARD EXHIBITS:

Community involvement in decision making is found in Exhibit 23. Exhibit 24 is another similar statement on advisory committees to the Board. Some boards have made statements on career education advisory councils. One such statement may be found in Exhibit 25. Exhibit 26 is a statement on school volunteers while Exhibit 27 is on relations with community organizations.

SAMPLE STRATEGY EXHIBITS:

Three samples are included here. Sample 40 is a formal council statement of purpose, bylaws, and executive committee operational guidelines. Sample 41 sets out some work tasks for councils, and sample 42 suggests various areas in which councils could be involved.

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SAMPLE BOARD EXHIBIT 23

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: ABA (Also KC)
	District Code:

COMMUNITY INVOLVEMENT IN DECISIONMAKING

The Board of Education recognizes that the public has vast resources of training and experience useful to schools. The strength of the local school district is in large measure determined by the degree to which these resources are tapped and involved in supporting the improvement of the local educational program.

The Board shall collaborate with citizens, both as individuals and as groups, and seek their help as advisers and resource people.

The Board sees three segments of the community as vital to such collaboration, especially with regard to the district's commitment to career education:

1. The business, labor, industry, professional, and government community. They shall be encouraged to contribute in three important ways:

   (a) by participating in inservice education for district employees, aimed at helping them understand the structure and needs of the contemporary employment market;

   (b) by serving as resource persons in the classroom; by making work sites available for career awareness, career exploration, and work-study opportunities for students;

   (c) by participating in career education policy formulation, since their practical experience and insights can help the school district find the best ways to prepare students for the world of work.

2. The various organizations and agencies that are actively involved in helping youngsters in career awareness, career exploration, and career decision making. Examples of such agencies and organizations include:

   - Chamber of Commerce; National Alliance of Businessmen
   - Local service clubs (Rotary, Lions, Kiwanis, etc.)
   - Explorer program, Boy Scouts of America
   - Girl Scouts of America
   - Junior Achievement
   - YMCA and YWCA
   - 4-H; Future Farmers of America, etc.

   Participation of representatives of such groups in career education policy formulation and in the implementation of career education programs is essential.

3. The home/family structure. No phase of career education—career awareness; career exploration; developing good work habits; the forming of a personally

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meaningful set of work values; reduction of sterotyping; career planning and decisionmaking—succeeds without the understanding and support from the student's home environment.

Students who receive positive impressions of work and the occupational society from their parents, and who are not entering school already strongly biased in occupational stereotypes regarding race, sex, and physical handicaps, will benefit more from the school's career education effort. Therefore, the Board wishes to involve parents actively in its public information program, its policy fomulation process, and the implementation of the district's career education program.

The advice of the public will be given careful consideration. However, in the evaluation of such contributions the Board's first concern must be for the educational program as it affects the students. The Board's final decision may depart from the public's advice when, in the judgment of the school district staff and the Board, such advice is not consistent with the goals adopted by the Board, or is not within reach of the school district's financial resources.

Adopted (date)

CROSS REFS.: BCF, Advisory Committees to the Board
BCFA*, Career Education Advisory Council
BF, Board Policy Development
IIC, Community Instructional Resources (and subcodes; all pertain to community resources)
KM, Relations with Community Organizations (and subcodes)

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SAMPLE BOARD EXHIBIT 24

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: BCF District Code:

ADVISORY COMMITTEES TO THE BOARD

The Board may appoint or authorize the election of advisory committees to counsel it and/or its administrators as one means of discerning the needs and desires of the school district and its residents. The central purpose of all advisory committees is to contribute to the educational program by conducting studies, identifying problems, and developing recommendations that will enhance the effectiveness of the decisionmaking process. The ultimate authority to make decisions will continue to reside in the Board.

Districtwide Citizens' Advisory Committees: Such committees will be formed by the Board at such times and for such specific purposes as the Board deems necessary. They shall function until their assigned goal has been accomplished, and then shall be dissolved. Generally, citizens' advisory committees shall be assigned to investigate areas of the educational program which need development, change, or reorganization, and the areas of community involvement in district affairs. Members shall be broadly representative of the community's population and chosen from among residents who have shown an interest in the topic to be studied and who express a sincere interest in the advancement of public education. Once activated, the committee shall report periodically to the Board, keeping it informed of progress and problems. The Board may designate the intervals at which it will hear from the committee, but any significant developments shall be reported as they occur. No announcement may be made by any committee or its members to the public or press until such release has been cleared with the Board chairman or his designee.

Staff Advisory Committees: Recognizing the unique contribution to be made by staff members to its deliberations, the Board may provide for participation of personnel in various ad hoc advisory committees to the Board. Such committees shall report to the Board through administrative channels.

Dissolution of Advisory Committees

When a temporary or ad hoc advisory committee has completed its assigned task, it will be dissolved by vote of the Board.

Any committee that becomes inactive before its task has been completed may be dissolved by the Board after opportunity for a hearing, and a new committee may be formed through a special task force appointed for that purpose.

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EPS/NSBA
Educational Policies Service of the
National School Boards Association

EPS Code: BCF

District Code:

When there is evidence of excessive strife and irregularity in the conduct of an advisory committee's affairs, or when there is evidence that an advisory committee has exceeded its authority, the Board, on the recommendation of the superintendent, may call a special meeting to hear the issues. After the hearing, the Board may take any action or make any recommendations it deems necessary to improve the situation. If the advisory committee does not comply with the directives of the Board within 30 days, the committee shall be disbanded and shall cease to function. The school community (parent-teacher organizations, teachers, students, etc.) may then petition the Board for the establishment of a new advisory committee.

Adopted: (date)

CROSS REFS.: ABA, Community Involvement in Decisionmaking
ABB, Staff Involvement in Decisionmaking
ABC, Student Involvement in Decisionmaking
BCFA*, Career Education Advisory Council

This is a general policy pertaining to all kinds of advisory committees to the Board. A specific policy outlining the duties, composition, etc. of a Career Education Advisory Council follows as BCFA. Other kinds of advisory bodies, such as school and district accountability committees, citizens' advisory committees, etc., could also be outlined in specific policies as subcodes under BCF.*

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SAMPLE BOARD EXHIBIT 25

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: BCFA*
	District Code:

CAREER EDUCATION ADVISORY COUNCIL

The Career Education Advisory Council shall be concerned with the district's total career education program, including all vocational, technical, and adult education programs as well as the more generalized infusion of the concept of career education throughout the school district's instructional program.

Functions of the Council are to:

- Serve to advise the district superintendent and, through him, the Board of Education;
- Explore community training needs, make recommendations for changes in existing programs, and recommend new ones as necessary;
- Determine whether the career education programs offered in the school system are in fact meeting the needs of the students and the community;
- Serve as liaison between the school system and the community to foster good public relations and increase the public's understanding of and support for all aspects of career education;
- Serve as liaison between the school system and the business, labor, industrial, professional, and government communities and their various organizations, so that the schools may avail themselves of those groups' specific advice and resources.

General Guidelines

1. The Council shall have a minimum of 16 voting members. Membership on the Council shall be by recommendation of the district superintendent, and appointment by the Board of Education.

2. Membership categories and ratios shall be as follows:

    a. Business, industry, and labor members: 50% of the Council membership.

    A business, industry, or labor member shall be defined as any person 18 years of age or older who is not a student, faculty member, administrator, or support staff member of the school district, who resides or spends a major portion of his time working within the school district's boundaries.

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b. Community and/or governmental agencies members: 25% of the membership of the Council.

A community and/or governmental agencies member shall be defined as any person 18 years of age or older who is not a student, facult member, administrator, or support staff member of the school district, who resides or spends a major portion of his time working for a nonprofit community or governmental agency whose jurisdiction includes the school district's territory.

c. Educational members: 25% of the Council membership.

An educational member is defined as any person 18 years of age or over who is not a student, who spends a major portion of his time working for an educational agency whose jurisdiction includes the school system's territory. In practice, educational Council members are appointed from the school district itself.

d. Ex-officio members: The associate superintendent of vocational, technical, and adult education shall be a nonvoting member, as shall be the career education coordinator for the district.

e. Student members: Student representatives may be appointed to serve as nonvoting members of the Council. They shall be selected from the student councils at the school district's secondary schools, and their appointment shall be approved by their building principals and by the superintendent of schools.

3. The regular term of office on the Council shall be three years. Appointment shall be effective July 1st. Members will serve staggered terms so that at least 1/3 of the membership is appointed each year. A member may be reappointed for successive terms.

   Student representatives shall serve one-year terms only.

4. The Council shall formulate bylaws for its governance and operations that shall be consistent with the charge of the Council and approved by the Board of Education.

5. The Council shall meet a minimum of three times per school year. The first meeting will be in August of each year. The other meetings will be scheduled by the Council. Additional meetings may be called by the Council's chairman, or at the request of the executive committee or a majority of the Council members.

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6. The Council shall be advisory to the superintendent of schools, and through him to the Board of Education. The Council has no policymaking or legislative authority for the school district.

Dissolution of the Council shall be in accordance with Board policy regarding the dissolution of any advisory body to the Board of Education (see Policy BCF).

Adopted: (date)

CROSS REFS.: ABA, Community Involvement in Decisionmaking
BCF, Advisory Committees to the Board
IGAD, Career Education

This is an example of the charge, composition, and governance of a districtwide career education council. Advisory bodies will of course vary significantly from district to district. The asterisk (*) following the code denotes the creation of a special code for this policy.

SAMPLE BOARD EXHIBIT 26

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IICC District Code:

SCHOOL VOLUNTEERS

Definition

A school volunteer is an adult who is willing to give time and talent to assist as a member of the education team and who carries out a duty prescribed by the Board of Education subject to approval by the Board.

Purposes

The Board of Education endorses the concept of volunteers and supports their use in the schools according to Board regulations. Such endorsement and support are based on the belief that volunteers:

1. Can help improve the educational program by freeing staff for more instructional activities.
2. Can improve school and community relations by bringing adults into contact with the daily, ongoing work of the schools, and students into contact with the daily lives of working adults.
3. Can help enrich the educational program by making expertise available in areas of special competence.

Qualifications

To that end, the Board encourages the professional staff to seek and maintain the services of volunteers who evidence:

1. A dedication to fulfilling the purposes of public education.
2. A positive attitude, interest, and enthusiasm for children and youth and a respect for the work of teachers and administrators.
3. Ability to work cooperatively with designated school staff according to school regulations.
4. Good health and moral character.
5. Regularity of attendance.

Administration

The overall administration and evaluation of the volunteer program shall be the responsibility of the superintendent in conformity with Board policy and regulations.

SAMPLE BOARD EXHIBIT 27

EPS/NSBA
Educational Policies Service of the
National School Boards Association

EPS Code: KM

District Code:

RELATIONS WITH COMMUNITY ORGANIZATIONS

We believe that the public schools have the primary responsibility for the children and youth of this district. However, the Board recognizes that many governmental agencies and community organizations, while not primarily concerned with education, play a definite role in providing the best kind of instructional program for our students.

Therefore, it is the Board's wish to join forces with community service agencies and the business/labor/industry community in a comprehensive effort to meet the varied and continuing needs for education on the part of both youth and adults. All of us must collaborate in providing appropriate opportunities for all citizens.

Especially with regard to the district's career education effort, it will be necessary to establish positive working relationships with other public and private organizations which can contribute to the educational process. It will be the responsibility of the school administration--in particular, the coordinator of career education--to disseminate information about our career education plans and needs to appropriate community groups. This can be done through presentations at meetings of employers, community groups, civic associations, and government agencies; visitors will also be invited to the schools so that they may observe what is happening in our schools.

Representatives of organizations shall be asked to serve on the Career Advisory Council so that the schools may have the benefit of their experience in designing career education projects. As members of the Advisory Council, they will be involved in inservice training of school staff, identifying work experience opportunities for students, and developing programs and materials for use throughout the school system K-12.

The Board shall not, however, relinquish its legal authority to set policy for the school district, nor shall the school district turn over to any community group or other agency any matter which involves school administration, instruction (except as a resource aid), or student supervision (except in approved work experience settings). Since the final responsibility for the education and welfare of our students rests with the school district, the school district must retain its final decisionmaking authority in the best interests of the students.

Adopted: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: KM District Code:

CROSS REFS.: ABA, Community Involvement in Decisionmaking
BCF, Advisory Committees to the Board
BCFA*, Career Education Advisory Council
IGADA, Work Experience Opportunities
IGBH, Alternative Programs
IIAD, Special Interest Materials
IIC, Community Instructional Resources (and subcodes)
JK, Employment of Students
KA, School-Community Relations Goals

> *Organizations like the Boy Scouts, Junior Achievement, 4-H Clubs, Rotary Clubs, local units of organized labor, etc., should be involved in a community collaborative career education effort. This policy gives the formal underpinnings to such a collaboration. However, it is important that the Board go on record that it must retain its legal policymaking authority, even though many others may be involved in decisionmaking and policy formulation processes.*

SAMPLE STRATEGY EXHIBIT 40

Greater Portland Work-Education Council

710 S.W. Second Avenue · Portland, Oregon 97204 · (503) 248-6885

STATEMENT OF PURPOSE

The Greater Portland Work-Education Council was established to make the transition between school and work less wasteful and less disruptive for Portland area youth. During the past few years increasing numbers of young people have been experiencing more and more problems in the transition between education and work (i.e., knowing how to go about getting a job; having entry-level skills or even knowing the different kinds of jobs there are). Many laws and programs have been developed and much money has been spent trying to make this situation better, but these problems are still there; some are getting worse.

The transition process is complex and involves many different individuals and organizations. In order to truly have an impact on the transition process in a large metropolitan area like Portland, it is necessary to develop and promote effective education-work transition policies. To make such policies viable, they need to take into account the comprehensive experiences, interests and concerns of the many different groups involved in the transition process.

This will be accomplished by bringing together people from education, government, industry, labor, civic groups and others involved in the transition process; this group will work collaboratively to develop and promote effective work-education transition policies and will advocate for their adoption by supporting existing policies and programs which are consistent with the Council's policies, by seeking change in policies and programs that are detrimental to the transition process and by stimulating implementation of new efforts.

Specifically, the Greater Portland Work-Education Council has four goals:

- To provide a forum for the exchange of information and ideas regarding the work-education transition process
- To develop effective work-education transition policies
- To identify and remove barriers in the transition process
- To support existing efforts and stimulate the implementation of new efforts which will make the transition between education and work less wasteful and less disruptive for Portland area youth

NM:sr
10/11/77

Transition from school to work -- no longer a one-way street.

Greater Portland Work-Education Council

710 S.W. Second Avenue · Portland, Oregon 97204 · (503) 248-6885

EXECUTIVE COMMITTEE
--Operational Guidelines--

ONE -- Conduct General Business Of The Council

- Establish agendas for general Council meetings
- Establish dates and times of general Council meetings
- Determine disposition of requests made of the Council (i.e., no action; response; or bring to the attention of general Council)
- Prepare letters authorized by the general Council (i.e., letters of support, opinion, acceptance, or inquiry)
- Prepare letters of membership, invitation, or termination authorized by the general Council
- Approve changes in bylaws authorized by the general Council
- Conduct public relations activities including approval of press releases and Council newsletters and brochures'

TWO -- Review Past And Current Council Activities

- Approve monthly director's progress report
- Approve quarterly progress report
- Review minutes of Task Forces
- Insure Council staff's time is used most efficiently and effectively; provide guidance to the Council Director
- Insure that Council activities are functioning in the manner intended by the general Council
- Submit an annual report on Council achievements and status to general Council

THREE -- Recommend New Council Activities And Direction

- Recommend changes in activities or direction to the general Council
- Recommend new activities to be undertaken by the general Council including the manner and means for doing so

FOUR -- Problem Resolution

- Resolve activity, personnel, material, and/or fiscal problems which are authorized by the general Council

BYLAWS

ARTICLE I: Name

The name of this council shall be the Greater Portland Work-Education Council, hereinafter referred to as the "Council."

ARTICLE II: Basis and Scope

The Council is self-established as a voluntary unincorporated body. The geographical area subject to Council purview consists of Multnomah, Washington, and Clackamas Counties in Oregon; additionally, the Council will concern itself with other areas (surrounding counties, state-wide and national policies and programs) to the extent they impact on the activities of the Council and the local tri-county area.

ARTICLE III: Purpose and Goals

The Greater Portland Work-Education Council was established to make the transition between school and work less wasteful and less disruptive for Portland-area youth. In achieving this purpose, the Council has four main goals:

- To provide a forum for the exchange of information and ideas regarding the work-education transition process
- To develop effective work-education transition policies
- To identify and remove barriers in the transition process
- To support existing efforts and stimulate the implementation of new efforts which will make the transition between education and work less wasteful and less disruptive for Portland-area youth

ARTICLE IV: Organization and Membership

Section 1 -- Composition. The goals of the Council require that membership be broadbased and representative of government, industry, labor, educators, professions, civic, and volunteer organizations.

Section 2 -- Selection. Members are officially appointed by the Chairperson based upon nominations from the Council. Membership is effective upon acceptance.

Section 3 -- Term of Office. The term of Council membership is two years. Upon establishing the Council, to insure continuity through staggered membership, half the members will have a term of one year only. The term of membership is from January 1 through December 31.

Section 4 -- Voting Rights. Each Council member is entitled to one vote on each matter submitted to the Council for a vote. Proxy voting and absentee ballots will not be permitted.

Section 5 -- Termination of Membership. Council membership may be terminated by a member notifying the chairperson in writing. Membership will automatically terminate for any member absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all members of the Council, may terminate a member.

Section 6 -- Transfer of Membership. Council membership is neither transferable nor assignable.

Section 7 -- Alternates. Council members may send alternates. Alternates may express the opinions of the members but will have no voting power; and the presence of an alternate does not relieve a member from the effect of *Section 5 -- Termination of Membership* as described above.

Section 8 -- Vacancies. Any vacancy on the Council will be filled for the remainder of the unexpired term through appointment by the Steering Committee.

ARTICLE V: Officers

Section 1 -- Officers. The officers of the Council will be a chairperson, vice-chairperson, and such other officers as the Council deems desirable.

Section 2 -- Election and Term of Officers. The officers of the Council will be elected annually and will serve for one year and until each successor has been elected.

Section 3 -- Removal. Any officer may be removed by a two-thirds vote of all members sitting on the Council whenever, in the judgment of the Council, the best interests of the Council would be served.

Section 4 -- Vacancy. A vacancy in an office for whatever reason may be filled by the Council for the unexpired portion of the term.

Section 5 -- Chairperson. The chairperson shall preside at all meetings of the Council and may sign all letters, reports, and other communications of the Council.

Section 6 -- Vice-Chairperson. The duties of the vice-chairperson are to represent the chairperson in assigned duties and to substitute for the chairperson during his/her absence.

ARTICLE VI: Executive Committee

Section 1 -- Purpose. An executive committee of four will be established to review past Council activities, monitor on-going activities, and to plan for future Council activities. The executive committee will also be responsible for handling Council business when it is not convenient or appropriate for the full Council. Reports of, and plans made by the executive committee are subject to the approval of the Council.

Section 2 -- Meetings. The executive committee will meet on an as-needed basis, but no less than quarterly.

Section 3 -- Membership. The executive committee will consist of the Council chairperson, vice-chairperson, and two members-at-large. The Council director will also sit on the committee without voting rights.

ARTICLE VII: Council Staff

Section 1 -- Composition. The Council will have a director and secretary. If the Council identifies the need, additional staff may be hired.

Section 2 -- Fiscal Agent. So long as the Council staff remains unincorporated, one or more member organizations will need to serve as fiscal agent. The fiscal agent is responsible for administering monies/services/materials received in the manner designed by the Council and in accordance with the conditions of accepting same.

Section 3 -- Selection of Director. The Council director will be selected by a committee of at least four Council members. The Council chairperson and the member representing the fiscal agent shall be included on the committee. The Council chairperson shall appoint the remainder.

Section 4 -- Removal of Director. The director may be removed either by the fiscal agent administratively responsible for the position, or by a two-thirds vote of all members sitting on the Council whenever, in the judgment of the Council, the best interests of the Council would be served.

Section 4 -- Duties of the Director. The Council director shall be the chief administrative officer of the Council. It shall be the director's duty to direct the activities of the Council in the manner prescribed by the Council. The director shall prepare and submit to all members of the Council an annual report and, on a periodic basis, other reports as may be of interest or benefit to members of the Council. The director shall serve as custodian of Council records, maintain a current register of Council members, and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned by the Council chairperson.

Section 5 -- Other Staff. Additional Council staff will be hired and assigned duties in the manner prescribed by the Council. If they do not report directly to the director, their activities will be coordinated through the office of the director.

ARTICLE VIII: Council Meetings

Section 1 -- Regular Meetings. The Council will meet regularly once each month.

Section 2 -- Special Meetings. Special meetings may be called by the chairperson or by a majority vote of the Council.

Section 3 -- Notice of Meetings. Regular meetings must be notified. Any change in the established date, time, or location must be given special notice. All special meetings shall be noticed. Any required notice shall be in writing, shall state the day, hour, and location of the meeting, and not less than five days or more than three weeks before the date of such meeting.

Section 4 -- Decisions of Council. All decisions of the Council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 5 -- Quorum. The presence of a majority of members shall be required in order to constitute a quorum necessary for the transaction of Council business. No decision of the Council shall be valid unless a majority of appointed members concur therein by their votes.

Section 6 -- Conduct of Meetings. All regular and special meetings shall be conducted in accordance with the Council's adaptation of Robert's, Rules of Order.

Section 7 -- Meetings Open. All regularly scheduled Council meetings shall be open to the public.

ARTICLE IX: Task Forces

Section 1 -- Purpose. The Council may from time to time establish and abolish such task forces as it deems necessary to conduct Council business.

Section 2 -- Establishment. The Council will, upon establishing a task force, be responsible for noticing the task force as to: 1) its purpose and objectives; 2) a general time framework for completion; 3) the resources the Council intends to provide to the task force to help it complete its job; and 4) the time and place of the first meeting.

Section 3 -- Membership. Unless otherwise determined by the Council in its decision to establish a task force, the chairperson of the Council shall appoint members to various task forces. Additionally, either the Council or task force may identify and request the participation of non-Council members when the addition of such individuals would contribute significantly to the work of the task force. The Council director will serve as an ex-officio member of all task forces without voting rights.

Section 4 -- Rules. Each task force may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the Council.

Section 5 -- Quorum. Unless otherwise provided in the decision of the Council in establishing the task force, a majority of task force members shall constitute a quorum.

Section 6 -- Vacancy. A vacancy in membership of any task force may be filled by an appointment made in the same manner as provided in the case of the original appointment.

ARTICLE X: Fiscal Agent

Section 1 — Purpose. So long as the Council is an unincorporated body and receives monies, it is necessary for one or more Council members to serve as a fiscal agent. The fiscal agent is responsible for administering monies, services, and/or materials received in the manner assigned by the Council and in accordance with the conditions of accepting same.

Section 2 -- Selection. Unless otherwise determined, the Council chairperson is responsible for appointing Council fiscal agent(s).

Section 3 -- Coordination. If the Council has more than one fiscal agent, the activities being conducted will be coordinated through the office of the Council director.

ARTICLE XI: Ammendments

These bylaws may be amended at any time by a two-thirds affirmative vote of the members of the Council, provided that the ammendment is to further carry out the goals of the Council as herein expressed.

SAMPLE STRATEGY EXHIBIT 41

EXAMPLES OF THE
CAREER EDUCATION-BUSINESS-INDUSTRY COUNCIL
TASKS FOR THE YEAR

The Career Education-Business-Industry Council has goals and activities which relate to the total career education effort. The purpose of the council is to:

- Act as advisor to the District Career Education Project on program effort.
- Assist in formulating steering committee tasks.
- Act as a resource.
- Participate in problem-solving groups.
- Act as community representative for inservice workshops.
- Communicate with parents, legislators, state educators, and the local school board regarding career education.

The following is a list of some of their goals and activities. Parentheses after the statement are examples of council endeavors in the identified areas.

1. To identify short and long range career education issues/concerns as well as possible solutions to these concerns. *(Forward Planning Committee -- 6 members)*
2. To assist in establishing current program goals and areas in which funding should be sought. *(In the January meeting the Council prioritized 20 possible goals.)*
3. To assist in determining districtwide goals in the total curriculum area especially as it relates to career education. *(Last year the Council participated in the districtwide needs assessment.)*
4. To identify student career development knowledges, skills, and attitudes that youngsters should know as well as experiences they should have before graduating. *(Council members in workshops with teachers have identified some of the basic areas.*

1 of 3

410

They approved the submission of the "Accountability Proposal" which is to develop a district testing program on these student learnings and the Council will review these test items once developed. This effort is being undertaken by the Department of Planning and Special Projects.)

5. To attend and have dialogue with the elementary task force and secondary career liaison groups on the development and monitoring of minimal student experiences. *(These were established last year and this next week several Council members will be working with the task force on helping them determine monitoring procedures.)*

6. To help design training activities for various types of educators in implementing career education in the classroom, to assist as trainers, recruit community people to participate in the training. *(Council members have worked in almost all the staff development areas -- TIPS (Teacher Inservice Program Sessions), August Work Exposure Workshop for Educators, NAB Leadership Institutes, etc. The Council for several years has suggested recruiting sites for teachers to have work experience in business and industry. The economics of the community for a few years held this goal in abeyance. However, they are starting to work on this again. In the meantime, an alternative approach with a slightly different purpose is being pursued by the project -- a 90-hour Teacher Work Exploration Program for salary credit.)*

7. To suggest specific areas in which media needs to be purchased (i.e,. Economic Awareness, Free Enterprise).

8. To suggest the development of specific units of instruction. *(For example: "Starting and Managing Your Own Business.")*

9. To serve as advisors to teachers to assist them in improving course content. *(Committee -- Teachers' Technical Advisory Team -- 3 members.) (Miniproposal Committee -- 2 members.)*

10. To assist in the design of specific student experiences in the community *(For example: Career Exploration Program Committee -- 3 members.)*

11. To formulate procedures, suggest logistics, and identify funding possibilities for the Community Resource Service (CRS). *(This is now in a maintenance function other than the study being considered to expand CRS to work with or as a clearinghouse for all educational and social service agencies and institutions desirous of placing youngsters into the community for career exploration, vocational, or avocational purposes.)*

12. To assist, upon request, in the recruitment of sites needed by CRS for its various functions. *(High on priority list now are CEP sites.)*

2 of 3

13. To serve as CRS resources, as well as assist in demonstrating how some of our CRS services function.

14. To select, orient, and encourage attendance of new members to the Council. *(Membership and attendance committee -- 4 members)*

15. To conduct training programs on how to be an effective community resource. *(Includes one-on-one training, group training, and brochures, such as the one on "Some Tips on Conducting a Tour.")*

16. To act as facilitators for the career education parent study sessions. *(Goal not yet accomplished but discussed.)*

17. To conduct PTO presentations, to promote parent shadow experiences, to recruit parent volunteers, and promote parent discussions with their children regarding their own careers. *("Talking With Your Child About Your Career" generated in part as a result of this Council.) (Several PTO presentations are being planned.)*

18. To promote career education in the community through bimonthly career tours *(two-member committee)*, community updates and a speaker's bureau *(Public Relations and Communications Committee -- four members). (Obtained CETA position for CRS.) (Presentations have been made, for instance, to local Rotary Clubs.)*

19. To make recommendations to project staff regarding new efforts for consideration. *(For example: Career Liaison program.)*

20. To conduct study sessions with and make recommendations to the school board regarding career education endeavors and financing in the district. *(Study sessions held in November, 1979.)*

In no way does this list enumerate all of the council's goals or activities, but it does represent the scope of its involvement in the career education program.

SAMPLE STRATEGY EXHIBIT 42

SUGGESTED CAREER EDUCATION ACTION COUNCIL ACTIVITIES*

- Identify short and long range career education issues/concerns as well as possible solutions to these concerns.
- Assist in establishing current program goals and areas in which funding should be sought.
- Assist in determining districtwide goals in the total curriculum area especially as it relates to career education.
- Identify student career development knowledges, skills, and attitudes that youngsters should know as well as experiences they should have before graduation.
- Attend and have dialogue with the elementary and secondary career liaison groups on the development and monitoring of minimal student experiences.
- Design training activities for various types of educators in implementing career education in the classroom, to assist as trainers, recruit community people to participate in the training.
- Suggest specific areas in which media needs to be purchased.
- Suggest the development of specific units of instruction.
- Serve as advisors to teachers to assist them in improving course content.
- Assist in the design of specific student experiences in the community.
- Formulate procedures, suggest logistics, and identify funding possibilities for a Community Resource Service.
- Assist, upon request, in the recruitment of sites needed by CRS for its various functions.
- Serve as a resource, as well as assist in demonstrating services function.
- Select, orient, and encourage attendance of new members to the council.
- Conduct training programs on how to be an effective community resource.

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*Taken with permission from: The 1978 Annual Career Education Handbook for Trainers, Palo Verde Associates, Tempe, Arizona, 1978

- Act as facilitators for career education parent study sessions.
- Conduct PTO presentations, to promote parent shadow experiences, to recruit parent volunteers, and promote parent discussions with their youngsters regarding their own careers.
- Promote career education in the community through bimonthly career tours, community updates and a speaker's bureau.
- Make recommendations to project staff regarding new program efforts for consideration.
- Conduct study sessions with and make recommendations to the school board regarding career education endeavors and financing in the district.
- Make presentations to interested business and community groups.
- Cooperate with existing work experience and career development activities.
- Provide career speakers for schools.
- Arrange for media coverage of activities.
- Communicate with legislators.
- Attend career education conferences.
- Award lay members of the community for outstanding service to career education program.
- Support career development clubs in the schools.
- Make presentations to special interest groups.
- Function as occupational advisors.
- Serve as telelecture interviewees.
- Design and deliver orientation programs which differentiate between the various educational and social agency programs that are providing experiences for youth that aid them in their transition.
- Collaborate with the managers of education, social services, business, and industry to increase the efficiency of collaborative efforts, and to be aware of duplicative services or gaps in services provided.

2 of 4

- Work with companies to adopt schools and provide several different types of learning experiences for students and teachers.

- Work with community resource sites in the development of kits that teachers could use with their youngsters prior to, after, and in some cases, instead of career field trips.

- Work with businesses to supply information about careers in, and the work of their respective organizations by means of films, filmstrips, brochures, posters, etc.

- Upon request, identify unusual site requests related to student career interests.

- Encourage small business and professional businesses into increased involvement as community resources to the schools.

- Set up a system for contacting labor union officials and members to facilitate their participation in various phases of career education.

- Work with personnel organizations to become resources to schools.

- Inform employees about the nature of career education and enlist their help in developing and carrying out activities connected with career education.

- Furnish community persons with information concerning career education and how to relate to student of various age levels.

- Teach "mini courses" on hobby skills or on community organizations that need volunteer help. The purposes would be to encourage worthy use of leisure time as well as orient students to possible careers.

- Establish a Youth Motivational Task Force (youth recently employed in the work force).

- Develop policies on, and opportunities for, student work experiences which are part of their school programs and which do not cause displacement of adult workers.

- Promote junior achievement activities in the community.

- Organize work-exchange programs for limited periods of time, during which school employees and persons from a variety of employment sites in the community exchange work roles.

3 of 4

STRATEGY: RECOGNITION

RECOGNIZE THOSE WHO HAVE CONTRIBUTED MUCH TO CAREER EDUCATION ENDEAVORS

COST:

None

FINANCE STUDY IMPLICATIONS:

"Intermediate school districts, philanthropic foundations, corporations, and other sources such as labor unions and voluntary organizations should be approached not for cash but for contributions of other kinds." (page 19)

INFORMATIONAL STATEMENT:

It doesn't cost a penny but it is, according to most research studies, the number one satisfier. It is recognition for a job well done. Establish several ways of recognizing individuals. Set criteria for each type of recognition. Make sure you have criteria so that there is not a great difference in amount of contribution for the same type of recognition. Recognize individuals through the newspaper, at faculty meetings, or business/corporation meetings, or organizational news letters. Save the most important ones for recognition at board meetings.

SAMPLE BOARD EXHIBIT:

Exhibit 28 shares a short board statement on recognitions for accomplishment.

SAMPLE STRATEGY EXHIBIT:

Sample 43 is a set of certificates that have been used in career education endeavors in a few districts.

- Work with universities to require that prospective teachers observe career education programs in schools of the community; encourage prospective teachers to gain work experience other than teaching, or at least to make observations of work places in the community; make prospective teachers familiar with sources of information about the range of occupations available in the working world and about projections concerning present and future needs for various kinds of workers.

- Make inventories of part-time jobs available for students in various age groups.

- Cooperatively make realistic definitions of requirements for jobs available in the community and communicate these to educators and students.

- Organize a system for providing students and parents with information concerning present and future manpower needs in various full-time occupations and the number of persons preparing for such occupations, especially at the local level.

- Develop job placement services and coordinate them with those existing in the community.

- Conduct studies such as a study selecting persons in various occupations, perhaps by using Social Security records, to determine what kind of preparation is most contributory to job success and satisfaction.

- Inform students and parents about alternative choices for postsecondary education and training and about resources for financial assistance.

- Accommodate employed and unemployed young adults who have left formal school setting and who wish to take career-related activities.

- Cooperatively share techniques and methodology used for training in proprietary, in-house, and union workshop programs.

- Cooperatively act as trainers for administrators in management techniques for implementing new changes into an organization.

- Study and make recommendations for tax incentives for businesses who are involved in on-site experiences for school youngsters.

4 of 4

SAMPLE BOARD EXHIBIT 28

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: AGA District Code:

RECOGNITIONS FOR ACCOMPLISHMENT

The Board expects diligent effort from its own members, from the staff, from the student body, and from citizen school volunteers and advisers in the achievement of school district goals and objectives. The Board is also mindful that there are from time to time exceptional contributions made to our schools by persons who believe in impossible dreams--and then make them come true. These are the people who break through old ways and establish new frontiers and who set new and higher standards of dedication for the rest to follow.

It is the Board's intent to grant official public recognition from time to time for truly outstanding accomplishments on behalf of the school district by individual students, staff members, citizens, community groups, or Board members. Suitable awards or honors shall be devised appropriate to the contribution made.

Adopted: (date)

SAMPLE STRATEGY EXHIBIT 43

CERTIFICATE OF APPRECIATION

CENTER FOR CAREER DEVELOPMENT
MESA PUBLIC SCHOOLS

This is to certify that

is officially recognized for outstanding service to the

Career Education Elementary Task Force

__________________________ __________________________

CERTIFICATE OF APPRECIATION

CENTER FOR CAREER DEVELOPMENT
MESA PUBLIC SCHOOLS

This is to certify that

is officially recognized for outstanding service to the

Career Liaisons

421

422

the 3R's-plus
CAREER EDUCATION

This PLUS is awarded to

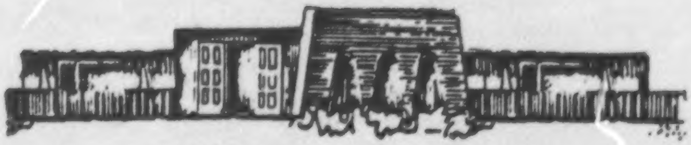
____

for dedication to Arizona Career Education.

____________________ ____________________

Arizona Department of Education

CERTIFICATE OF APPRECIATION



MESA COMMUNITY COLLEGE 1833 WEST SOUTHERN AVENUE • MESA, ARIZONA

presents this certificate to

____

in grateful appreciation of services performed

____

May our gratitude be renewed in memory
and in happy relationships through the years to come.

Presented this______ day of________________ 19______.

____

a unit of Maricopa County Junior College District ______________________________

INCORPORATING CAREER EDUCATION

A Training Module to
Accompany the Document entitled
"Strategies for Incorporating
Programmatic Efforts into a District"

Prepared by

Carolyn D. Raymond, Ph.D.
Palo Verde Associates
2032 East Riviera Drive
Tempe, Arizona 85282

1979

NSBA

...serving American education through school board leadership

INCORPORATING CAREER EDUCATION

PURPOSE:

The purpose of this training module is to provide participants with ways one can implement an effective career education endeavor at minimal cost to the district. It is recognized that board members mainly function in policy situations. However, they frequently are called upon to examine new programs with respect to their consequential effect over district direction and operations. Most of these considerations concern either goals of education or budgetary matters.

ACTIVITY ABSTRACT

The training begins with an icebreaking activity dealing with concerns participants have when they enter a new district program endeavor. This is followed by several introductory statements by the facilatator. Emphasis is placed on the purpose of the training session, recognition of board members' roles, and several ideas to consider when planning to install a new program into the district. The definition of incorporation is also shared.

Participants are asked to brainstorm various functions and roles in a district. An optional activity of an NSBA filmstrip on Implementing Career Education may then be shown. Participants in small groups then begin to identify ways career education could be incorporated into already existing functions of staff responsibilities at no cost.

After the small group ideas are shared with all participants, they take one or more of the ideas and develop the strategy in more detail. Depending upon time, participants enter the NSBA reference manuel on "Strategies for Incorporating a Programmatic Effort into a District".

TIME

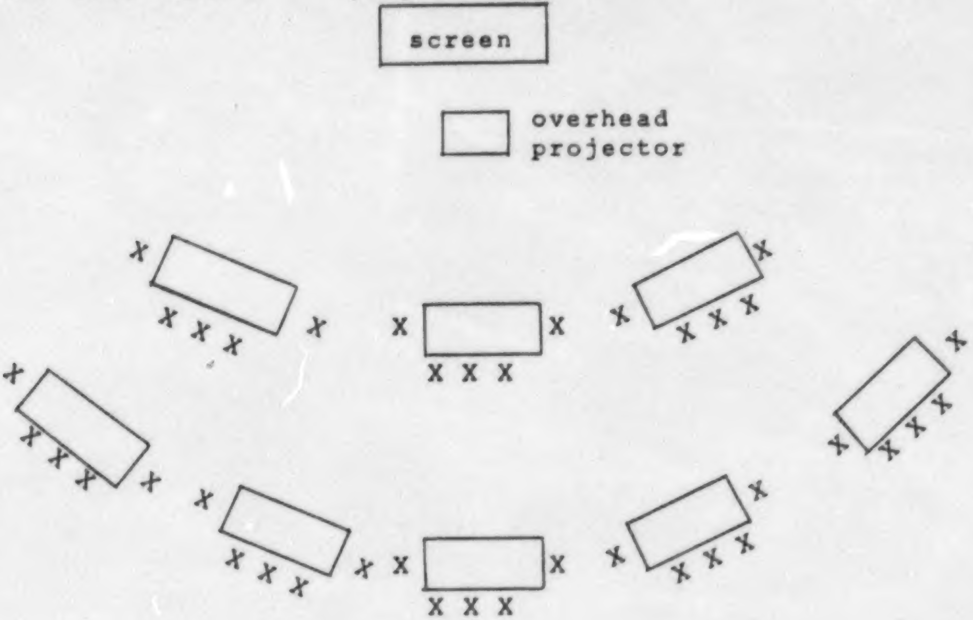
30 - 60 minutes is needed to conduct this training session depending upon available time. Optional activities are noted within the procedural section.

GROUPING

Set up individuals into heterogeneous grouping of 5 - 6 participants. This module also can be done with a small group of people.

SETTING

This module requires a room large enough for the total number of participants to sit comfortably around tables of 5 - 6 participants with the participants in semicircles so they can face the front of the room. The front of the room should be set up with a large screen which all can see with the overhead projector in front of the screen. The module can also be used with 4 - 5 people.



Arrange the room so there is enough walking or wheel chair space between tables.

TRAINER RESOURCES NEEDED

- Screen
- Overhead projector
- Incorporating Career Education/Transparency 1
- Dialogue/Transparency 2
- Purpose/Transparency 3
- How/Transparency 4
- Incorporation: What Is It?/Transparency 5
- Incorporation Approach/Transparency 6
- Rules on Brainstorming/Transparency 7
- Four blank transparencies
- (Optional) NSBA filmstrip "Fifty Nifty Tips on Implementing Career Education"
- (Optional) Filmstrip projector
- (Optional) Cassette tape recorder
- (Optional) NSBA reference manuel "Strategies for Incorporating Programmatic Efforts into a District".

PARTICIPANT RESOURCES NEEDED

- Brainstorming of Career Education Incorporation/ Handout 1 - one per participant
- Possible Strategies for Incorporating Career Education/ Handout 2 (run front and back side) - one per participant and several extras per small groups.
- Ideas for Incorporating Career Education into Textbook Selection/Handout 3 - one per participant.
- Blank paper - 3 pieces per small group.

PROCEDURES:

LOGISTICS	TRAINING
Display Transparency 1/ Incorporating Career Education	1. Introduce topic of session "Ways to Incorporate Career Education".
Display Transparency 2/ Dialogue	Ask participants to, in pairs, take about three minutes each to introduce themselves if they don't know one another (if they know one another, delete this activity) and then to: • "describe concerns they have when they enter a new district program endeavor".
Display Blank Transparency	After two minutes indicate they have one more minute and to make sure each has given their concerns. Then as a large group have participants call out concerns. List these on the blank transparency. Highlight those concerns which have relevancy to this session.
Display Transparency 3/ Purpose (show a portion at a time as each point is made)	2. Describe the purpose of the session by indicating the following: • Assist individuals in identifying ways one can implement an effective career education endeavor at minimal cost to the district.

LOGISTICS

TRAINING

- Recognize that board members mainly function in policy situations.

- However, they frequently are called upon to examine new programs with respect to their consequential effect over district direction and operations.

- Most of these considerations concern either goals of education or budgetary matters.

- Need to examine programs always keeping in mind the long range consequences of that program with respect to budget and goals.

- Whether a district is planning to become involved in career education or already involved in either installation or moving into a maintenance stage there are several things that can be done to have a program at maximum effeciency yet at the lowest possible cost.

- In doing this the district must also consider ways to move the effort from an innovative consideration into an integral part of the system.

Display
Transparency 4/
How
(Reveal each point
as presented)

3. Describe how this is done by indicating:

- To do this, one need only look within the existing structure of the system to find on-going functions and plug career education efforts into these functions.

- Utilization of allocated career education monies can either assist or hinder this effort. Allocate funds that ring installation not extinction.

- How one allocates funds not only influences the likelihood of getting career education installed, but also increases the chances that career education efforts will continue when funding diminishes.

LOGISTICS

Display Transparency 5/ Incorporation: What Is It?

(reveal each point as made)

TRAINING

4. Describe the term incorporation:

- Transforming an innovation into a permanent fixture within the system is what we call Incorporation Process.
- The term is used to describe a program which has become an integral part of an organization fully funded by that organization without the assistance of outside funds and which is operating at the desired level of effectiveness and effeciency.
- This day and age requires a program plan for minimal cost to the district. It is recognized that because of the financial squeeze on district budgets, it is extremely difficult to bring about any new programmatic changes with a lot of money.
- However, through a properly thought out plan of action, it it possible to bring about these changes at a minimal cost. In fact, there is within the existing organization opportunities to bring about most programmatic changes without any money.
- To incorporate at minimal cost board members, administators, and other educational personnel must examine new programs carefully with respect to goals established and money allocated. Some goals and some ways money is allocated can actually hinder the possiblitiy of institutionalizing a program. This is especially true when using outside sources of funding as seed money to get an effort started. For example, any time staff are added using outside funding sources and these individuals are the staff delivering the program, past experience has indicated that it is highly likely that the program will not continue after outside funding ceases.

LOGISTICS	TRAINING
	5. Have participants as a large group specify various functions within a system.
Record responses on the blank transparencies	Give a few examples to start the group (media selection, teacher selection, staff appraisal)! Record these as called out on the transparency.
	6. Next have participants identify roles people have in the system.
Record responses on the blank transparencies	Given a few examples to start the group (teacher, reading resource teacher, counselor, superintendent). Record these on a transparency.
Show filmstrip/ "Fifty Nifty"	7. (Optional) Show the NSBA "Fifty Nifty Tips on Implementing Career Education". It takes about 15 minutes. If time is short, the three minute segment on saving costs could be shown.
Distribute Handout 1/ Brainstorming of Career Education Incorporation	8. Instruct participants that they will next work in small groups. Have them select a group recorder/reporter. Indicate they are to, as a group, think of ways career education could be incorporated into already existing functions or staff responsibilities at no cost. Distribute handout and note the columns. Provide a few examples of how the task works

Show Transparency 6 Functions	Career Education Incorporation	Staff Responsible
Media Selection	Career education criteria incorporated into media selection criteria	Media Specialist
Teacher Selection	Incorporate two-three questions on Career Education into the interview process	Principal and/or Peers

Display Transparency 7/ Rules for Brainstorming	9. Indicate to participants they will be given ten minutes (could be shortened for less time if needed) to see what they can come up with. Indicate that they should use brainstorming techniques. Review brainstorming techniques. • Make sure everyone understands the goal and or the task. • All ideas are acceptable--no ideas are unacceptable.

LOGISTICS	TRAINING
	• Do not pass judgment on any idea generated from the group during the brainstorming process.
	• One person should act as a recorder in the group, writing down every idea that is given.
	• Quantity counts--not quality.
	• Be quick with your ideas--do not stop to analyze them.
	• Piggyback on the ideas of others.
	10. Provide ten minutes (or time decided upon) on the task. Stop the group. Tell group recorders/reporters to prepare to report two ideas. Go around room to each group. Then ask participants if they would like to add any others.
Distribute Handout 2/ Possible Strategies for Incorporating Career Education	11. (Optional) Distribute Handout 2 which has some strategy ideas. Provide time and read the strategies and then ask for dialogue.
Distribute Handout 3/ Incorporating Career Education (blank paper at each table)	12. (Optional) Next have each group take one or two of the ideas generated and prepare to describe the strategies one could employ to bring about the incorporation of one of the ideas. Distribute Handout 3 and go over it as example. Make sure each group has a recorder and a reporter. Provide about ten minutes for the groups to work on their idea area. Alert groups to when two minutes are left. Then have each group report out one of their ideas. Have other groups critique or add to the ideas. Have every group report at least once.
Display NSBA reference manuel "Strategies for Incorporating Programmatic Effort into the District	13. (Optional) Have participants examine the strategies described in the NSBA reference manuel. (If desired, the two pages of strategies could be duplicated and distributed.) Point out similarities and differences in those strategies the group identified and those in the reference manuel.
	14. Summarize the activity, this could be done by first having participants dialogue what they learned from the session for a couple of minutes and then sharing within their groups.

INCORPORATING CAREER EDUCATION

Dreams into Reality

INCORPORATING CAREER EDUCATION

Dialogue

In pairs introduce self and describe concerns you have any time you enter a new district program endeavor

Transparency 2

T-9

(3) Does the genetic term to be used include both males and females when sex is unspecified (e.g., the carpenter...he)?

(4) Does the text deal with the increasing movement of both men and women into non-traditional occupations?

D. Realistic representativeness of exceptional (gifted, talented, disabled) people.

Examples:

(1) Are exceptional people stereotyped as to abilities or attitudes?

(2) Is there an emphasis on the uniqueness of all workers rather than on the differences of workers with or without exceptionalities?

4. Make a list of textbooks that have good career education infusion.

5. Influence textbook company representatives. Give them feedback on the need for career education infusion.

6. Get a staff member on the Criteria Selection Committee at the state level which needs to be influenced by the Textbook Selection Committee and visa versa. Generate letters from influential community members recommending criteria and membership for textbook committee to the State Board of Education.

7.

8.

ADD SOME MORE
?

9.

IDEAS FOR INCORPORATING CAREER EDUCATION INTO TEXTBOOK SELECTION

HANDOUT 3

1. Get a staff member appointed to the district's textbook selection committee. Find out the district policy for committee selection and try to find a way to have representation.

2. Conduct a training program on how to identify textbook material that supports the development of career education concepts.

3. Incorporate such criteria as follows:

   A. Career Development concepts.

   Examples:

   (1) What precent of the district career development concept for this grade level are represented in the material?
   (2) Are the concepts adequately infused into the material?
   (3) How many career clusters are represented in the material?

   B. Realistic representativeness of ethnic and cultured minorities.

   (1) Are minority people mainly shown in all types of situations or mainly as being supervised or taking directions?
   (2) Are minority people shown as thinkers, planners, highly skilled workers?

   C. Realistic representativeness of males and females.

   (1) Are boys and girls in similar type activities or are boys involved in one activity and girls another?
   (2) Is the worker's performance of a member of one sex expected to be another?

19. Use student council for community involvement.

20. Tie into basics.

21. Incorporate as part of Professional Growth Plan-tie to pay raises.

22. Have key communicator (teacher) at each school with career education written into their job description.

23. Construct learner outcomes chart for district and build into guides.

24. Obtain statements of endorsement of career education from local business/industry/civic organizations.

25. Get business/civic groups to pressure.

26. Provide teacher/community recognition for career education activities.

27. Work toward improvement of university teaching of career education for counselors.

28. Provide orientation for new board members/teacher/and principals.

29. Get career education built into budget allocations by school board.

30. Provide inservice for librarians and teachers regarding selection of instructional materials and provide them with lists of instructional materials that fit bilingual, special ed., etc.

31. Design specific grade level objectives for student achievement.

32. Use administrator travel money for career education conferences and establish criteria for administrator/board member professional travel - e.g., what they must gain and report on from conference.

33. Improve articulation between schools and grade levels.

34. Brush up own staff's skills with respect to infusion strategies.

35. Improve school to school and district to district articulation and sharing.

36. Plug career education into regular district inservice allocations.

38. Establish regular column in local newspaper on career education.

40. Set up partner school to use each other's strengths.

POSSIBLE STRATEGIES FOR INCORPORATING CAREER EDUCATION

HANDOUT 2

This is an initial list of techniques drawn by the directors of career education projects in the State of Arizona in meetings convened by Paul C. Bennewitz, State Coordinator of Career Education.

1. Write into school board policy.
2. Use questions about career education in the teacher screening and selection process.
3. Write career education objectives into district uniform testing program in the basics.
4. Write career education objectives in other curriculum efforts.
5. Incorporate criteria textbook and instructional media selection.
6. Emphasize in preservice.
7. Use in teacher evaluation criteria.
8. Use in school evaluation criteria.
9. Place into administrator or school MBO's.
10. Write into job description of media specialists, counselors, curriculum specialists.
11. As new program mandates come out, get career education into them (i.e., Special Education, Title IV Career Centers, Title IX.
12. Work with teacher organizations in joint inservice.
13. Train media specialists in selection of materials.
14. Have a school career education task force to determine minimal student outcomes K-12 and long range planning.
15. Get training as part of normal district training program.
16. Get some career education testing into the regular district testing program.
17. Do a needs assessment for all of curriculum with several career education goals in it.
18. Write into Vocational Program Assessment Criteria.

FUNCTION	CAREER EDUCATION INCORPORATION	STAFF RESPONSIBILITY	COMMENTS/ CONCERNS

BRAINSTORMING OF CAREER EDUCATION INFORPORATION

HANDOUT 1

DIRECTIONS: Be sure you know one another. Select a group recorder/reporter. In the space below and on the back brainstorm ways to incorporate career education into existing district functions and/or staff responsibilities.

FUNCTION	CAREER EDUCATION INCORPORATION	STAFF RESPONSIBILITY	COMMENTS/ CONCERNS

RULES FOR BRAINSTORMING

- Make sure everyone understands the goal and or the task.
- All ideas are acceptable—no idea is unacceptable.
- Do not pass judgment on any idea generated from the group during the brainstorming process.
- One person should act as a recorder in the group, writing down every idea that is given.
- Quantity counts—not quality.
- Be quick with your ideas—do not stop to analyze them.
- Piggyback on the ideas of others.

Transparency 7 T-14

INCORPORATION APPROACH

FUNCTIONS	CAREER EDUCATION INCORPORATION	STAFF RESPONSIBLE
MEDIA SELECTION	CAREER EDUCATION CRITERIA INCORPORATED INTO MEDIA SELECTION CRITERIA	MEDIA SPECIALIST
TEACHER SELECTION	INCORPORATE TWO-THREE QUESTIONS ON CAREER EDUCATION INTO THE INTERVIEW PROCESS	PRINCIPAL AND/OR PEERS

CR/sh/041879/8
Ways to Institutionalize CE/T4

Transparency 6

INCORPORATION:

What is it?

"Integral part of an organization fully funded within system"

Transparency 5

HOW ?

- Examine existing structure /functions/ and roles
- Allocate funds that "ring" installation not extinction
- Start out as you would like to end

PURPOSE

- Implement program at minimal cost

- Examine programs with respect to long range consequences in terms of budget and goals
- Maximize efficiency at lowest possible cost
- Innovation to integrál part

Transparency 3